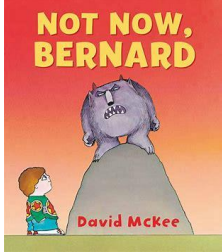
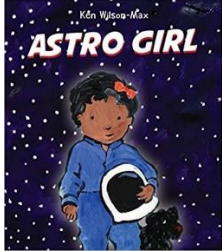
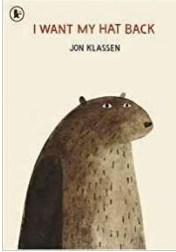
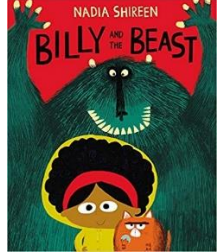
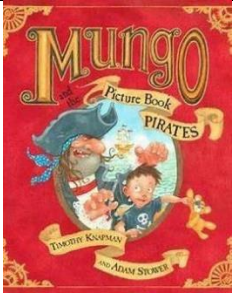

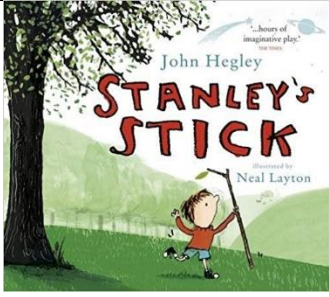
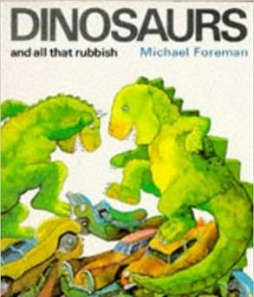
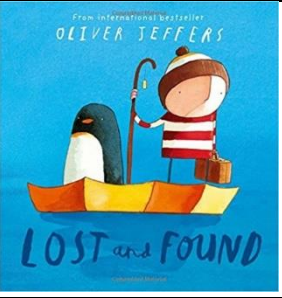
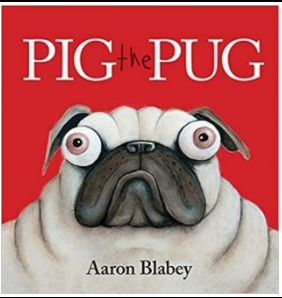
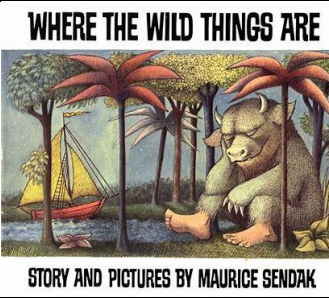



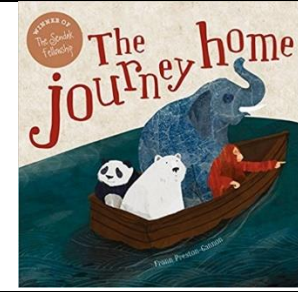
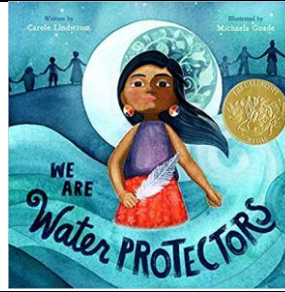
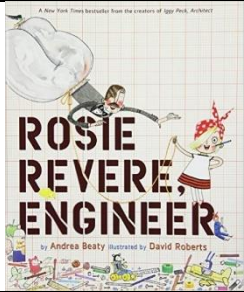
Harbinger School Literacy Curriculum Map 2023-2024

Year 1

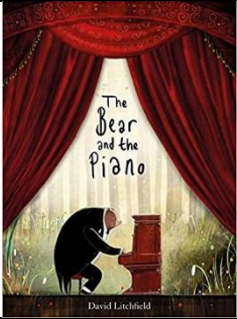
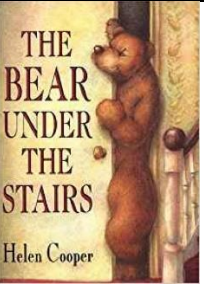
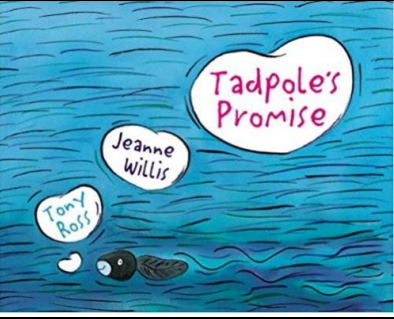
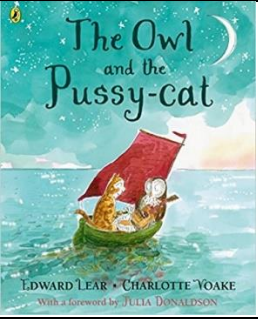
Autumn 1		Autumn 2	
Journeys and exploration		Heroes and Villains	
Fiction	Non-Fiction	Fiction	Non-Fiction
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Non-chronological report	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Recipes
3 weeks	3 weeks	3 weeks	Weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To inform
Grammar and Punctuation: <ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • 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 • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Grammar and Punctuation: <ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • 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 • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Grammar and Punctuation: <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Joining words and joining clauses using and • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun 	Grammar and Punctuation: <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun
Oracy: Speak clearly and confidently in a small group of known peers. Cognitive: Sequence events using the language of time or number. Linguistic: Begin to use sentence stems with some prompting.		Oracy: Use non-verbal signals to indicate agreement or disagreement. Cognitive: Include 'because' in their contribution to justify ideas.	
Spring 1		Spring 2	
Similarities and Differences		Nature and Environment	
Fiction	Non-Fiction	Fiction	Non-Fiction


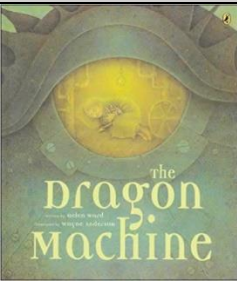
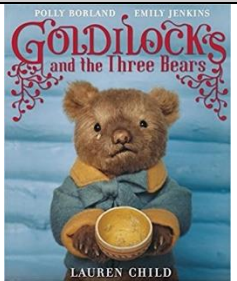
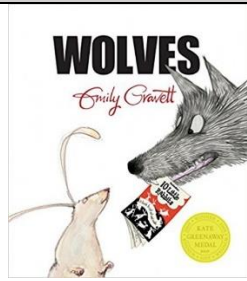
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Fact File	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Pamphlet
3 weeks	3 weeks	3 weeks	2 Weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To inform
Grammar and Punctuation: <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	Grammar and Punctuation: <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and join clauses using 'and' • 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' 	Grammar and Punctuation: <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	Grammar and Punctuation: <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2) • Sequencing sentences to form short narratives • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (Y2) • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Oracy: Physical: Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Linguistic: Use sentence stems independently even if not always appropriately.		Oracy: Cognitive: Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Social & Emotional: Be able to independently take turns and ensure all members contribute.	
Summer 1		Summer 2	
Friendship and Kindness		Imagination and Creativity	
Fiction	Non-Fiction	Fiction	Non-Fiction/Poetry

			
<p>Main Outcome Text Genre: Narrative</p>	<p>Main Outcome Text Genre: 'How to' Guides</p>	<p>Main Outcome Text Genre: Narrative</p>	<p>Main Outcome Text Genre: Fact File/Poems</p>
<p>3 weeks</p>	<p>3 weeks</p>	<p>3 weeks</p>	<p>2 Weeks + 2 Weeks</p>
<p>Writer's Purpose: To entertain</p>	<p>Writer's Purpose: To inform</p>	<p>Writer's Purpose: To entertain</p>	<p>Writer's Purpose: To inform</p>
<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Expanded noun phrases to describe and specify, e.g. the blue butterfly • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using and • Co-ordination (using or, and, but) • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Using a capital letter for names of people and the personal pronoun 'I' 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Joining words and joining clauses using and • Co-ordination (using or, and, but) • Introduction to capital letters, full stops, question marks and exclamation marks • Capital letters for names and for the personal pronoun / <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Joining words and joining clauses using and • Co-ordination (using or, and, but) • Introduction to capital letters, full stops, question marks and exclamation marks • Capital letters for names and for the personal pronoun I
<p>Oracy: Physical: Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Linguistic: Recognise when the wrong stem has been used and choose a more appropriate one.</p>		<p>Oracy: Physical: Speak clearly and confidently using a script e.g. live presentation in showcase. Social & Emotional: Request a book from the librarian. Explaining the title or topic and maintaining eye contact.</p>	
<p>Year 2</p>			
<p>Autumn 1</p>		<p>Autumn 2</p>	
<p>Urban Metropolis</p>		<p>Creation and Conservation</p>	
<p>Fiction</p>	<p>Non-Fiction</p>	<p>Fiction</p>	<p>Non-Fiction</p>



<p>Main Outcome Text Genre: Narrative</p>	<p>Main Outcome Text Genre: Information Booklets</p>	<p>Main Outcome Text Genre: Character Descriptions</p>	<p>Main Outcome Text Genre: Persuasive Letters</p>
<p>3 weeks</p>	<p>3 weeks</p>	<p>3 weeks</p>	<p>3 weeks</p>
<p>Writer's Purpose: To entertain</p>	<p>Writer's Purpose: To inform</p>	<p>Writer's Purpose: To entertain</p>	<p>Writer's Purpose: To persuade</p>
<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • 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 • Use apostrophes for contraction and singular possession • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Capital letters for names and for the personal pronoun I [Revision of Year 1] • Formation of adjectives using suffixes such as -ly • Subordination (using when, if, that, because) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • 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 progress [for example, she is drumming, he was shouting] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Expanded noun phrases to describe and specify, e.g. the blue butterfly • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Correct choice and consistent use of present tense and past tense throughout writing • Commas to separate items in a list
<p>Sentence Level (Alan Peat): All the Ws List sentences Short What +! Sentences</p>			
<p>Oracy: Physical: Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build. Linguistic: Choose the most appropriate stem independently.</p>		<p>Oracy: Cognitive: Justify their agree/disagree choice with relevant explanations. Linguistic: Use technical, subject-specific vocabulary when explaining opinions.</p>	

Spring 1		Spring 2	
Bravery Vs Fear		Change and Relationships	
Fiction	Non-Fiction	Fiction	Poetry
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Information Text	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Rhyming Poem
3 weeks	3 weeks	3 weeks	2 weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To persuade
Grammar and Punctuation: <ul style="list-style-type: none"> Joining words and joining clauses using and 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, Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use expanded noun phrases to describe and specify 	Grammar and Punctuation: <ul style="list-style-type: none"> Joining words and joining clauses using and 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 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Grammar and 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 and apostrophes for contracted forms and the possessive (singular) Learn how to use: <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [<ul style="list-style-type: none"> The present and past tenses correctly and consistently Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	Grammar and Punctuation: <ul style="list-style-type: none"> Capital letters for names and for the personal pronoun I [Revision of Year 1] Formation of adjectives using suffixes such as -ful, -less Subordination (using when, if, that, because) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 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 progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling
Sentence Level (Alan Peat): All the Ws List sentences Short What +! Sentences			
Oracy: Physical: Begin to understand the importance of posture when speaking. Linguistic: Use taught vocabulary independently, even if not always accurately.		Oracy: Physical: Moderate tone and volume to match the audience. Cognitive: Retell an event calmly in logical order e.g. on the playground.	
Summer 1		Summer 2	

Fictional Worlds and Fantasy		A Twist in the Tale	
Fiction	Non-Fiction	Fiction	Non-Fiction
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Explanation	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Non-chronological Report
3 weeks	3 weeks	3 weeks	3 weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To inform
Grammar and Punctuation: <ul style="list-style-type: none"> • 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 • Use apostrophes for contraction and singular possession • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	Grammar and Punctuation: <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list 	Grammar and Punctuation: <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use expanded noun phrases to describe and specify [for example, the blue butterfly] • 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 progress [for example, she is drumming, he was shouting] • Use subordination (using when, if, that, because) and co-ordination (using or, and, but) 	Grammar and Punctuation: <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Sentence Level (Alan Peat): All the Ws List sentences Short What +! Sentences			
Oracy: Physical: Maintain suitable posture throughout a spoken contribution. Cognitive: With support, identify a suitable question in response to a stimulus Social & Emotional: Be able to change their mind in response to another person's argument. E.g. the opinion continuum.		Oracy: Physical: Be aware of where to look or stand to ensure the audience can hear clearly. Cognitive: Take on the instigator role in a trio discussion. Linguistic: Include taught vocabulary appropriately and independently in discussions.	

Year 3

Autumn 1

Autumn 2

Discovery

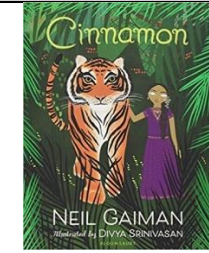
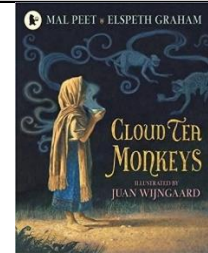
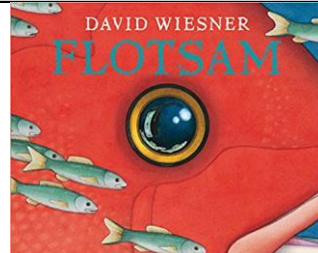
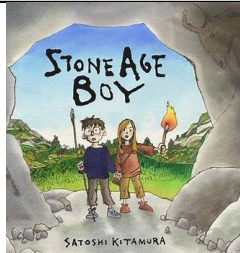
Overcoming Adversity

Fiction

Non-Fiction

Non-Fiction

Fiction



Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Non-chronological Report

Main Outcome Text Genre:
Discussion Text

Main Outcome Text Genre:
Narrative

3 weeks

2 weeks

3 weeks

3 weeks

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Writer's Purpose:
To inform

Writer's Purpose:
To entertain

Grammar and Punctuation:

- Verbs to describe action
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Adverbials
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Grammar and Punctuation:

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Grammar and Punctuation:

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Beginning to use paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- 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]

Grammar and Punctuation:

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech

Sentence Level (Alan Peat):

BOYS Sentences

As -ly

__ing, __ed

Doubly -ly ending

Ing, ing, ing sentences

First word last sentences

Similes

Spelling:

Words with the long /ai/ sound spelt with ei
 Words with the long /ai/ sound spelt with ey
 Words with the long /ai/ sound spelt with ai
 Words with /ur/ sound spelt with ear
 Homophones & near homophones
 Review Week

Spelling:

Creating adverbs using the suffix -ly (no change to root word)
 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)
 Creating adverbs using the suffix -ly (root word ends in 'le')
 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')
 Creating adverbs using the suffix -ly (exceptions to the rules)
 Statutory Spelling Challenge Words
 Review Week

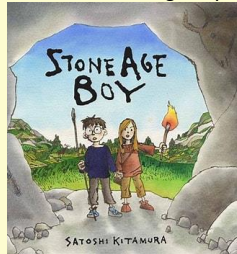
Oracy:

Physical: Vary tone of voice for humorous or sad parts of a story telling.
Social & Emotional: Notice when someone has not contributed and invite them to speak.

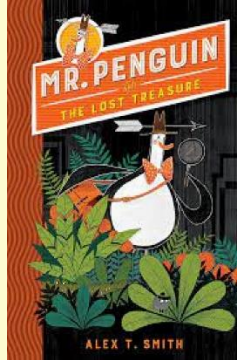
Oracy:

Cognitive: Take on the challenger role in a small discussion.
Social & Emotional: Be able to confidently change their mind e.g. opinion continuum.

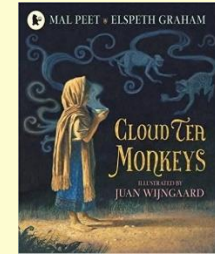
Destination Reader
 Fiction: Stone Age Boy



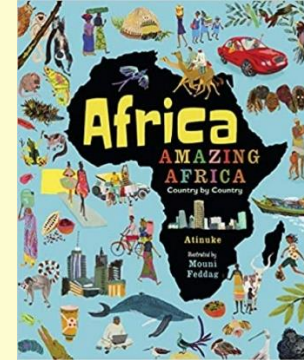
Fiction: Mr Penguin and the Lost Treasure



Destination Reader
 Fiction: Cloud Tea Monkeys



Non-Fiction: Africa, Amazing Africa



Spring 1

Invention and Innovation

Spring 2

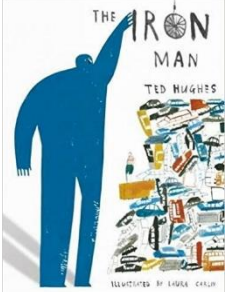
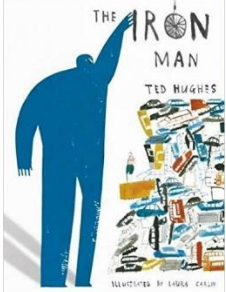
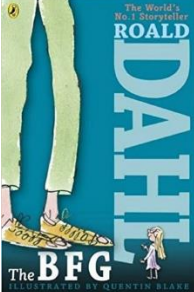
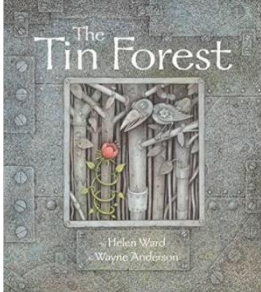
Dreams and Curiosity

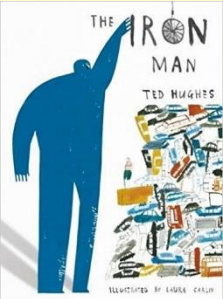
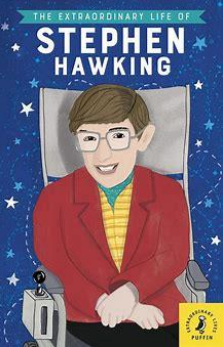
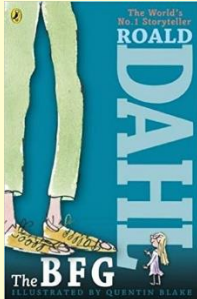
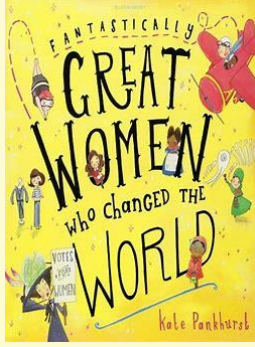
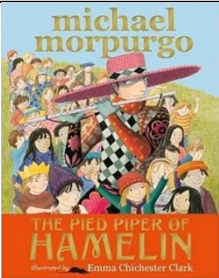
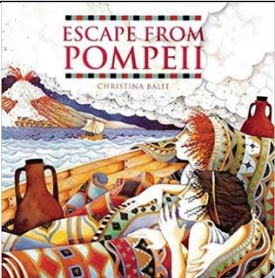
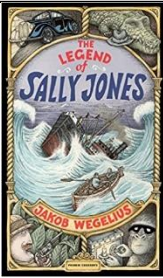
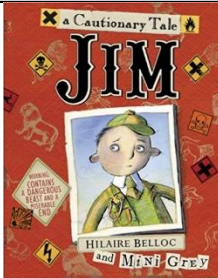
Fiction

Poetry

Fiction

Non-Fiction

			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Poems	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Persuasive Information Leaflet
3 weeks	2 weeks	3 weeks	3 weeks
Writer's Purpose: To entertain	Writer's Purpose: To entertain	Writer's Purpose: To entertain	Writer's Purpose: To persuade
Grammar and Punctuation: <ul style="list-style-type: none"> Verbs to describe action Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Adverbials Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 	Grammar and Punctuation:	Grammar and Punctuation: <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 	Grammar and Punctuation: <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Sentence Level (Alan Peat): BOYS Sentences As -ly __ing, __ed Doubly -ly ending Ing, ing, ing sentences First word last sentences Similes			
Spelling: Words with the short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- Words with a /k/ sound spelt 'ch' Review Week			Spelling: Homophones and Near Homophones Homophones and Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt 'ch' Statutory Spellings Challenge Words Review Week

<p>Oracy: Linguistic: Use awareness of audience to support choice of formal/informal language. Cognitive: Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct, or persuade.</p>		<p>Oracy: Cognitive: Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.</p>	
<p>Destination Reader Fiction: The Iron Man</p>  <p>Fiction: The Extraordinary Life of Stephen Hawking</p> 		<p>Destination Reader Fiction: The BFG</p>  <p>Non-Fiction: Fantastically Great Women</p> 	
Summer 1		Summer 2	
Disaster, Hope and Healing		Confidence and Caution	
Fiction	Non-Fiction	Fiction	Poetry
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Newspaper Report	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Narrative Poem
3 weeks	3 weeks	3 weeks	3 weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To entertain
Grammar and Punctuation:	Grammar and Punctuation:	Grammar and Punctuation:	Grammar and Punctuation:

<ul style="list-style-type: none"> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Use of a comma after a fronted adverbial 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Introduction to inverted commas to punctuate direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • 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] • Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions and adverbs [if and then] • Use fronted adverbials for time, place and manner, e.g. later that day. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
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Sentence Level (Alan Peat):
 BOYS Sentences
 As -ly
 ___ing, ___ed
 Doubly -ly ending
 Ing, ing, ing sentences
 First word last sentences
 Similes

Spelling:
 Words ending in -ary
 Words with a short /u/ sound spelt with 'o'
 Words with a short /u/ sound spelt with 'ou'

Word families based on common words, showing how words are related in form and meaning
 Word families based on common words, showing how words are related in form and meaning
 Word families based on common words, showing how words are related in form and meaning
 Review Week

Spelling:
 Words ending in the suffix -al
 Words ending with an /zhuh/ sound spelt with 'sure'
 Words ending with an /chuh/ sound spelt with 'ture'
 Words ending with an /chuh/ sound spelt with 'ture'

Silent Letters Revision
 Silent Letters Revision
 Review Week

Oracy:

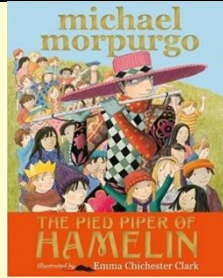
Cognitive: Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.
Social & Emotional: Be able to explain why they have changed their mind e.g. opinion continuum.

Oracy:

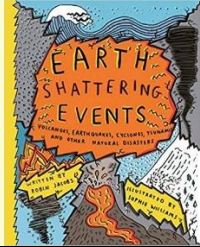
Cognitive: Begin to summarise the opinion of one contributor.
Social & Emotional: Know which strand they are practising and explain why that is important to effective talk.

Destination Reader
 Fiction: Pied Piper of Hamelin

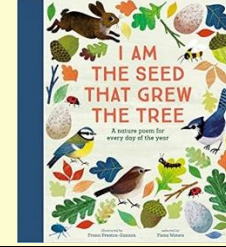
Destination Reader
 Fiction: The Legend of Sally Jones



Fiction: Earth Shattering Events



Non-Fiction: I am the Seed that Grew the Tree



Year 4

Autumn 1

Autumn 2

Finding Freedom

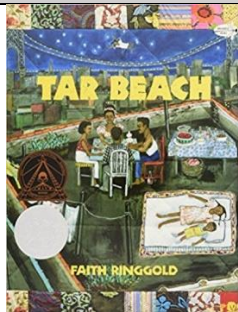
Invention and Innovation

Fiction

Non-Fiction

Fiction

Non-Fiction



Main Outcome Text Genre:

Playscript

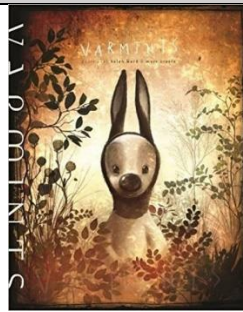
4 weeks

Writer's Purpose:

To entertain

Grammar and Punctuation:

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]



Main Outcome Text Genre:

Explanation

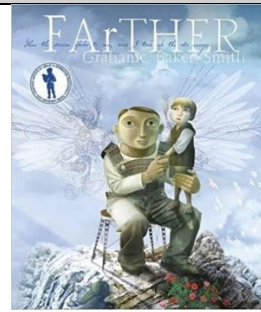
3 weeks

Writer's Purpose:

To inform

Grammar and Punctuation:

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]



Main Outcome Text Genre:

Narrative

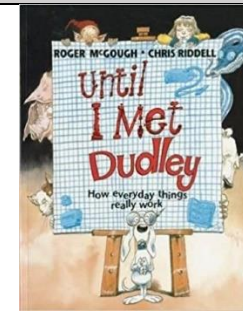
3 weeks

Writer's Purpose:

To entertain

Grammar and Punctuation:

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials



Main Outcome Text Genre:

Explanation

3 weeks

Writer's Purpose:

To inform

Grammar and Punctuation:

- 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

<p>after, during, in, because of]</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of paragraphs to organise ideas around a theme • Use of commas to clarify meaning or avoid ambiguity • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using fronted adverbials 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Use of paragraphs to organise ideas around a theme • Using the present perfect form of verbs in contrast to the past tense • Indicate grammatical and other features by: • Using commas after fronted adverbials 	<ul style="list-style-type: none"> • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
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Sentence Level (Alan Peat):
 2A Sentences
 Emotion, comma
 Verb, person
 If, if, if, then
 Many questions sentences
 With a(n) action, more action
 Ad, same ad sentences


Spelling:
 Words with /aw/ spelt with augh and au
 Adding the prefix in- (meaning 'not' or 'into')
 Adding the prefix im- (before a root word starting with 'm' or 'p')
 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')
 Homophones and near homophones
 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

Spelling:
 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')
 Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)
 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')
 Words with 'ough' to make a long /o/, /oo/ or /or/ sound
 Statutory Spellings Challenge Words
 Review Week

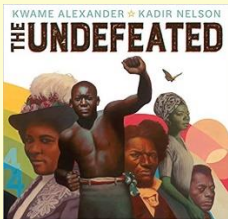
Oracy:
Cognitive: Confidently summarise the contribution of one participant in a logical order

Oracy:
Physical: Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.

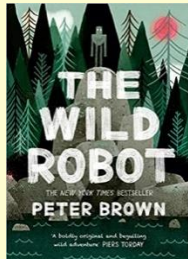
Destination Reader
 Fiction: *Zombierella*




Non-Fiction: The Undeclared
 KWAME ALEXANDER & KADIR NELSON



Destination Reader
 Fiction: *The Wild Robot*

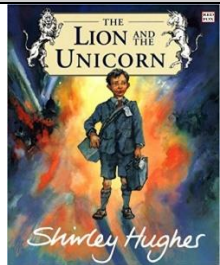
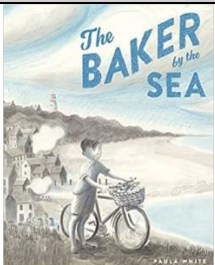
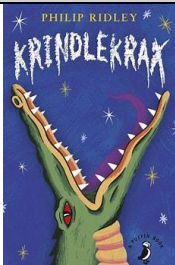



Non-Fiction: Skygazing



Spring 1

Spring 2

Taking Courage		Darkness and Light	
Fiction	Non-Fiction	Fiction	Non-Fiction
			
Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Tourist Brochure	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Newspaper Report
3 weeks	3 weeks	3 weeks	3 weeks
Writer's Purpose: To entertain	Writer's Purpose: To persuade	Writer's Purpose: To entertain	Writer's Purpose: To inform
Grammar and Punctuation: <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions Headings and sub-headings to aid presentation 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] The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 	Grammar and Punctuation: <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Using the present perfect form of verbs in contrast to the past tense Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Use of commas after fronted adverbials 	Grammar and Punctuation: <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Use of commas after fronted adverbials 	Grammar and Punctuation: <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Introduction to inverted commas to punctuate direct speech
Sentence Level (Alan Peat): 2A Sentences Emotion, comma Verb, person If, if, if, then Many questions sentences With a(n) action, more action Ad, same ad sentences			

<p>Spelling: Homophones and near homophones Homophones and near homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural possessive apostrophes with plural words Review week</p>	<p>Spelling: Words with a /s/ sound, spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory spellings challenge words Review Week</p>
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<p>Oracy: Cognitive: Take on the summariser role in a trio discussion. Linguistic: Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Oracy: Physical: Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.</p>
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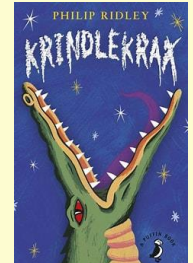
Destination Reader
 Fiction: The Lion and the Unicorn



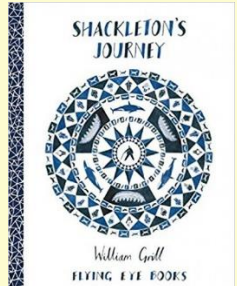
Non-Fiction: Skyward: The Story of Female Pilots in WW2



Destination Reader
 Fiction: Krindlekrax

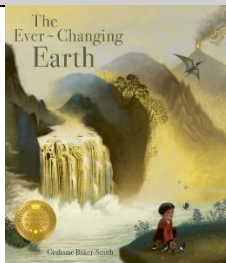
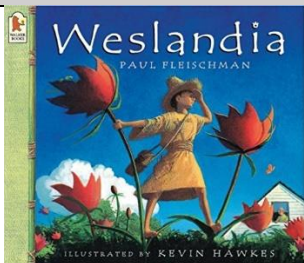




Non-Fiction: Shackleton's Journey

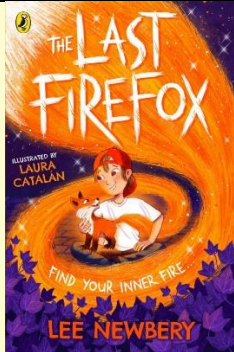


Summer 1	Summer 2
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Finding Freedom	Invention and Innovation
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Fiction	Non-Fiction	Fiction	Poetry
			
Main Outcome Text Genre: TBC	Main Outcome Text Genre: Non-Chronological Report	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Poems

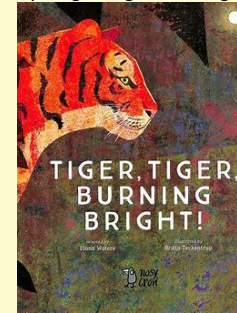
3 weeks	3 weeks	4 weeks	2 weeks
Writer's Purpose: To entertain	Writer's Purpose: To inform	Writer's Purpose: To entertain	Writer's Purpose: To entertain
Grammar and Punctuation: TBC	Grammar and Punctuation: <ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Use of commas after fronted adverbials 	Grammar and Punctuation: <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use inverted commas to punctuate direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	Grammar and Punctuation: <ul style="list-style-type: none"> • Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Sentence Level (Alan Peat): 2A Sentences Emotion, comma Verb, person If, if, if, then Many questions sentences With a(n) action, more action Ad, same ad sentences			
Spelling: Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning 'not') Words ending in -ar/ -er Review week		Spelling: Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner Review week	
Oracy: Cognitive: Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Linguistic: Deliver a short teaching session to a small group of younger children.		Oracy: Cognitive: Write own short contribution to be delivered during the showcase.	
Destination Reader Fiction: The Last Firefox		Destination Reader Fiction: The Lion, The Witch and The Wardrobe	



Non-Fiction: The Humans



Poetry: Tiger, Tiger, Burning Bright

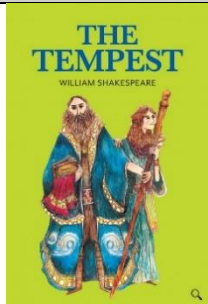


Year 5

Autumn 1

Power vs Principles

Playscripts



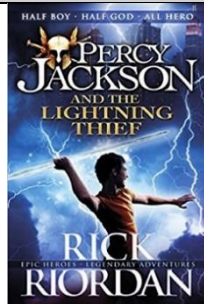
Main Outcome Text Genre:
Playscript

3 weeks

Writer's Purpose:
To entertain

Grammar and Punctuation:
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] (LKS2)

Fiction



Main Outcome Text Genre:
Narrative

4 weeks

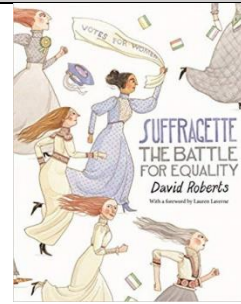
Writer's Purpose:
To entertain

Grammar and Punctuation:
Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Autumn 2

Inspiration and Activism

Fiction



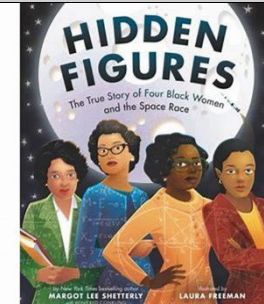
Main Outcome Text Genre:
Persuasive campaign

3 weeks

Writer's Purpose:
To persuade

Grammar and Punctuation:
• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Non-Fiction



Main Outcome Text Genre:
Memoir

3 weeks

Writer's Purpose:
To express feelings

Grammar and Punctuation:
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2) • Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2) • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) 	<ul style="list-style-type: none"> • Indicate degrees of possibility using modal verbs [for example, might, should, will, must] • Use expanded noun phrases as a descriptive device • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms) • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis 	<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)
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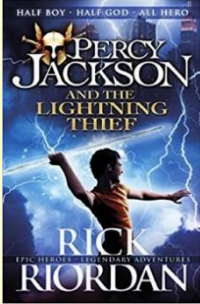
<p>Sentence Level (Alan Peat): 3 __ed Noun, which/who/where 2 pairs sentences 3 bad – (dash) question? Name – adjective pair – sentences O. (I.) Personification of weather sentences P.C. sentences (paired conjunctions)</p>	
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<p>Spelling: Words with endings that sound like /shuhs/ spelt with –cious Words with endings that sound like /shuhs/ spelt with –tious or -ious Words with the short vowel sound /i/ spelt with y Homophones & near homophones Review Week</p>
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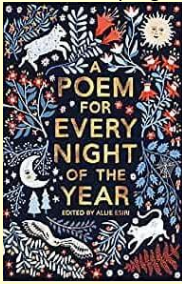
<p>Spelling: Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words Review Week</p>
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<p>Oracy: Physical: Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Cognitive: Self-assess own delivery of a short, recorded presentation. Set targets to work on this year.</p>	<p>Oracy: Cognitive: Present learning to parents in pupil-led parent meetings. Linguistic: Use evaluative stems to support the discussion of successes and next steps.</p>
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Destination Reader
 Fiction: Percy Jackson and the Lightning Thief



Poetry: A Poem for Every Night of the Year



Destination Reader
 Fiction: Hugo Cabret



Non-Fiction: A Galaxy of Her Own



Spring 1

Spring 2

Lessons from History

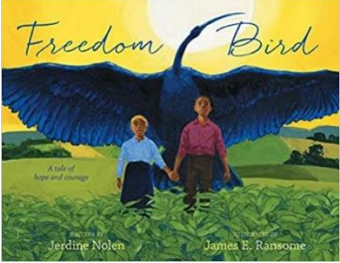
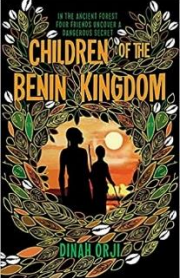
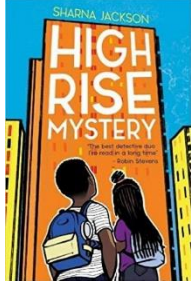
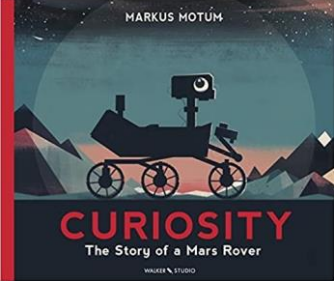
Mystery and Truth

Poetry

Non-Fiction

Fiction

Non-Fiction

Main Outcome Text Genre:
Poems

Main Outcome Text Genre:
Non-Chronological Report

Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Explanation

3 weeks

3 weeks

3 weeks

3 weeks

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Grammar and Punctuation:

Grammar and Punctuation:

Grammar and Punctuation:

Grammar and Punctuation:

<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 expanded noun phrases to convey complicated information concisely • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 • Using commas to clarify meaning or avoid ambiguity in writing • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] 	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of commas to clarify meaning or avoid ambiguity • Brackets, dashes or commas to indicate parenthesis
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Sentence Level (Alan Peat):
 3 __ed
 Noun, which/who/where
 2 pairs sentences
 3 bad – (dash) question?
 Name – adjective pair – sentences
 O. (I.)
 Personification of weather sentences
 P.C. sentences (paired conjunctions)

Spelling:
 Creating nouns using -ity suffix
 Creating nouns using -ness suffix
 Creating nouns using -ship suffix
 Homophones and near homophones
 Homophones and near homophones
 Homophones and near homophones
 Review week

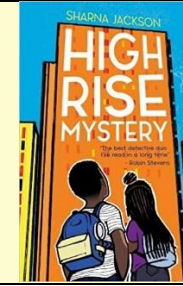
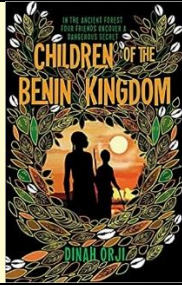
Spelling:
 Words with an /or/ sound spelt 'or'
 Words with an /or/ sound spelt 'au'
 Convert nouns or adjectives into verbs using the suffix -ate
 Convert nouns or adjectives into verbs using the suffix -ise
 Convert nouns or adjectives into verbs using the suffix -ify
 Convert nouns or adjectives into verbs using the suffix -en
 Review Week

Oracy:
Cognitive: Use effective exploratory and evaluative language to clarify thinking during a discussion.

Oracy:
Cognitive: Present learning to parents in pupil-led parent meetings.
Linguistic: Use evaluative stems to support the discussion of successes and next steps.

Destination Reader
 Fiction: Children of the Benin Kingdom

Destination Reader
 Fiction: High Rise Mystery



Summer 1

Summer 2

Belonging and Equality

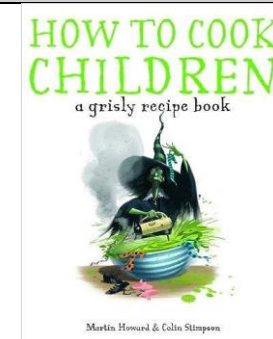
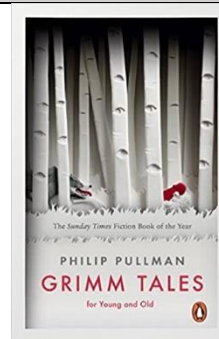
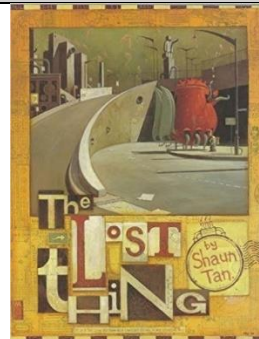
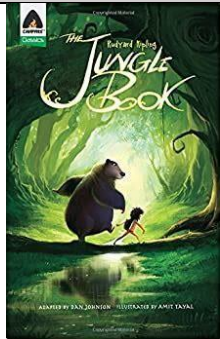
Legends and Folklore

Fiction

Fiction

Fiction

Non-Fiction



Main Outcome Text Genre:
Diary Entry/Recount

Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Instructions

3 weeks

3 weeks

3 weeks

3 weeks

Writer's Purpose:
To entertain

Writer's Purpose:
To entertain

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Grammar and Punctuation:

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] (LKS2)

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2)
- Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Grammar and Punctuation:

- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials

Grammar and Punctuation:

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Grammar and Punctuation:

TBC

<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 		
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Sentence Level (Alan Peat):
 3 __ed
 Noun, which/who/where
 2 pairs sentences
 3 bad – (dash) question?
 Name – adjective pair – sentences
 O. (I.)
 Personification of weather sentences
 P.C. sentences (paired conjunctions)

Spelling:
 Words containing the letter string 'ough'
 Words containing the letter string 'ough'
 Adverbials of time
 Adverbials of place
 Words with an /ear/ sound spelt 'ere'
 Statutory challenge spelling words
 Review Week

Spelling:
 Unstressed vowels in polysyllabic words
 Adding verb prefixes de- and re-
 Adding verb prefixes over-
 Convert nouns or verbs into adjectives using suffix -ful
 Convert nouns or verbs into adjectives using suffix -ive
 Convert nouns or verbs into adjectives using suffix -ai
 Review Week

Oracy:
Cognitive: Independently discuss a question in a small group, maintaining focus on the question and roles.

Oracy:
Cognitive: Independently discuss a question in a small group, maintaining focus on the question and roles.

Destination Reader
 Fiction: The Jungle Book



Poetry: Real Life Mysteries

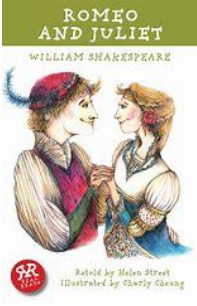

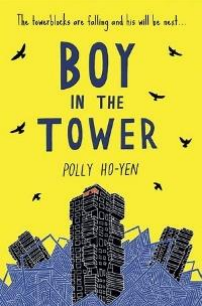



Destination Reader
 Fiction: Grimm Tales



Fictional Non-Fiction: How to Cook Children



Autumn 1		Autumn 2	
Fate VS Free Will		Utopia vs Dystopia	
Playscript	Fiction	Fiction	Non-Fiction
			
Main Outcome Text Genre: Playscript	Main Outcome Text Genre: Setting Description	Main Outcome Text Genre: Narrative	Main Outcome Text Genre: Discussion Text
3 weeks	2 weeks	3 weeks	2 weeks+
Writer's Purpose: To entertain	Writer's Purpose: To entertain	Writer's Purpose: To entertain	Writer's Purpose: To inform
<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past • Expressing time, place and cause using conjunctions [for example, when, before, after, while, • so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • phrases • Fronted adverbials [for example, Later that day, I heard the bad news.] • Recognising vocabulary and structures that are appropriate for formal speech and writing, • including subjunctive forms • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs • [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English appendix 2 by: • 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 expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Learning the grammar for years 5 and 6 in English appendix 2 • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech • Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Verb prefixes [for example, dis-, de-, mis-, over- and re-] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative • pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs • [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses 	<p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Brackets, dashes or commas to indicate parenthesis • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

[for example, It's raining; I'm fed up]

Sentence Level (Alan Peat):

De: de
Some; others
Imagine 3
The more, the more
'Irony' Sentences
When_; when_; when_; then_.
Getting worse/getting better sentences
Object/person (aka...) sentences
Tell: show 3; examples sentences

Spelling:

Ambitious Synonyms: Adjectives
Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy
Adjectives ending in -ant into nouns ending in -ance/ -ancy
Adjectives ending in -ent into nouns ending in -ence/
-ency
Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.
Hyphens: To join compound adjectives to avoid ambiguity
Review Week

Spelling:

Words ending in -able
Words ending in -ible
Words ending in -ably
Word families based on common words, showing how words are related in form and meaning
Word families based on common words, showing how words are related in form and meaning
Creating diminutives using prefixes micro or mini
Review Week

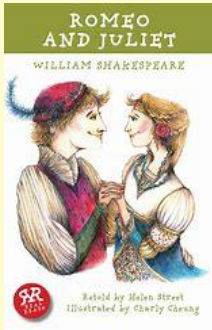
Oracy:

Physical: To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.

Oracy:

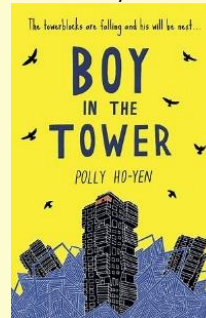
Linguistic: Use humour appropriately and effectively to engage an audience.

Destination Reader
Fiction: Romeo and Juliet

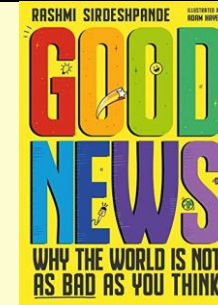
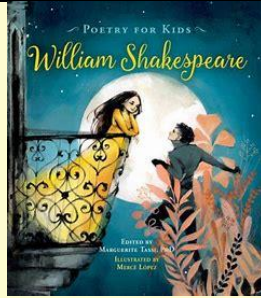


Poetry for Kids: William Shakespeare

Destination Reader
Fiction: The Boy in the Tower



Non-Fiction: Good News



Spring 1

Spring 2

Migration and Movement

Evolution and Inheritance

Fiction

Non-Fiction

Fiction

Non-Fiction/Poetry



Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Persuasive Pitch

Main Outcome Text Genre:
Narrative

Main Outcome Text Genre:
Discussion Text

3 weeks

3 weeks

2+ weeks

3 weeks

Writer's Purpose:
To entertain

Writer's Purpose:
To persuade

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Grammar and Punctuation:

- 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 expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Grammar and Punctuation:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing
- Using a colon to introduce a list
- Punctuating bullet points consistently

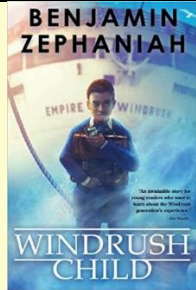
Grammar and Punctuation:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility From (LKS2 for revision and consolidation)
- Using conjunctions, adverbs and prepositions to express time and cause

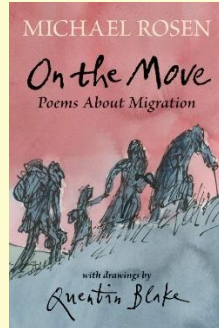
Grammar and Punctuation:

- Verb prefixes [for example, dis-, de-, mis-, over- and re-]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal

	<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 		<p>speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <ul style="list-style-type: none"> How words are related by meaning as synonyms The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]
<p>Sentence Level (Alan Peat): De: de Some; others Imagine 3 The more, the more ‘Irony’ Sentences When_; when_; when_; then_. Getting worse/getting better sentences Object/person (aka...) sentences Tell: show 3; examples sentences</p>			
<p style="text-align: center;">Spelling:</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory spelling challenge words Review Week</p>		<p style="text-align: center;">Spelling:</p> <p>Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a ‘soft c’ spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory spelling challenge words Review Week</p>	
<p style="text-align: center;">Oracy:</p> <p>Cognitive: Use wider world knowledge to support views when participating in debates. Social & Emotional: Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p>		<p style="text-align: center;">Oracy:</p> <p>Cognitive: Choose appropriately formal language when participating in debates and formal discussions. Linguistic: Structure a persuasive speech effectively using taught language techniques.</p>	
<p style="text-align: center;">Destination Reader Fiction: Windrush Child</p>		<p style="text-align: center;">Destination Reader Fiction: Beetle Boy</p>	



Poetry: On the Move



Comprehension Focus

Summer 1

We are Writers

Summer 2

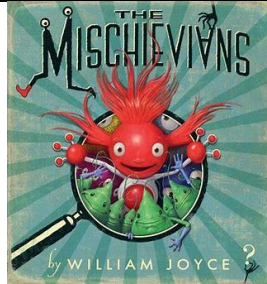
Moving On

Fiction

Non-Fiction

Fiction

Non-Fiction



Main Outcome Text Genre:
Varied

Main Outcome Text Genre:
Varied

Main Outcome Text Genre:
Leavers' Show

Main Outcome Text Genre:
Suitcase Project

3 weeks

3 weeks

3 weeks

3 weeks

Writer's Purpose:
To entertain

Writer's Purpose:
To inform

Writer's Purpose:
To entertain

Writer's Purpose:
To reminisce


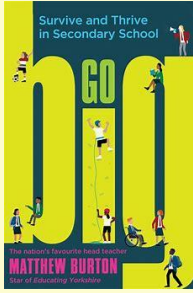
Grammar and Punctuation:
All KS2

Grammar and Punctuation:
TBC

Grammar and Punctuation:
TBC

Grammar and Punctuation:

- Using expanded noun phrases to convey complicated information concisely
- Using adverbs to indicate degrees of possibility
- Using commas to clarify meaning or avoid ambiguity in writing

		<ul style="list-style-type: none"> • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list
<p>Sentence Level (Alan Peat): De: de Some; others Imagine 3 The more, the more 'Irony' Sentences When_; when_; when_; then_. Getting worse/getting better sentences Object/person (aka...) sentences Tell: show 3; examples sentences</p>		
<p>Spelling: Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly Review Week</p>	<p>Spelling: Synonyms & Antonyms Synonyms & Antonyms Synonyms & Antonyms Synonyms & Antonyms Synonyms & Antonyms Synonyms & Antonyms Review Week</p>	
<p>Oracy: Physical: To use posture, gestures, and tone of voice effectively to persuade the audience. E.g. the speeches competition. Cognitive: Be able to reply to questions from the audience.</p>	<p>Oracy: Physical: Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>	
<p>Destination Reader Comprehension Focus</p>	<p>Destination Reader Fiction: Some Places More Than Others</p>  <p>Non-Fiction: Go Big: The Secondary School Survival Guide</p> 	

Extra Challenge: Sentence Level (Alan Peat):

Emotion – consequence

Tell: show 3 examples; sentences

Description, which + simile sentences

This is that sentence

Sound! Cause