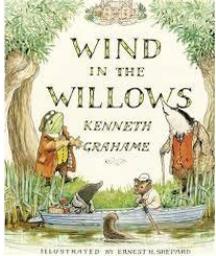
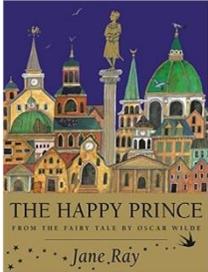


1	Autumn 1 Topic: Zoom to the Moon.	Autumn 2 Topic: The Toyshop	Spring 1 Topic: Dinosaurs	Spring 2 Topic: Castles	Summer 1 Topic: Percy the Parkeeper.	Summer 2 Topic: Jambo Bwana
<b>Key Texts</b>	The Man on the Moon Aliens love underpants	Dogger Shirley Hughes	Harry and his Bucketful of Dinosaurs Ian Whybrow  Non-fiction dinosaur books.	Princess and the Pea. Paperbag princess. George and the Dragon.	Percy the Parkeeper Nick Butterworth stories.	Bringing the Rain to Kapiti Plain. The Hunter
<b>Genre (Composition and effect)</b>	Labels, lists and captions  Stories with familiar settings.  Poetry  Information Texts	Stories with familiar settings.  Explanations.	Stories from Fantasy Worlds  Non-chronological report.  Poetry and rhyme.	Traditional stories and fairy tales.  Instructions.	Stories by the same author.  Information texts.	Stories from a range of cultures.  Poems on a theme.
<b>SPAG</b>  <b>Word</b>	Regular plural noun suffixes s or es.	<b>Determiners:</b> <i>the a my your an this that his her their some all lots of many more those these</i>	<b>Introduce:</b> <b>Prepositions:</b> <i>inside outside towards across under</i>	<b>Recognise verbs</b> – ‘doing’ or ‘happening’ words  <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )	How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i> )	<b>Recognise verbs</b> – ‘doing’ or ‘happening’ words  <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> . <i>BBATS</i>  Then, Next, After, later, In the end.	<b>Adjectives</b> to describe e.g. <i>The old house...</i> <i>The huge elephant...</i>  <b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i>  <b>openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i>	<b>Introduce:</b> <b>Types of sentences:</b> Statements Questions Exclamations	<b>-‘ly’ openers</b> <i>Fortunately,...Unfortunately, Sadly,...</i> <b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i> <b>Compound sentences</b> using connectives (coordinating conjunctions) <b>and/or/ but/so</b>	<b>Complex sentences:</b> <b>Use of ‘who’ (relative clause)</b> e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i>	<b>‘Run’ - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i>  <b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i>
<b>Text</b>	<b>Fiction:</b> <b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)	<b>Non-fiction:</b> <b>Planning tools:</b> text map / washing line  <b>Heading</b>	<b>Fiction:</b> <b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)	<b>Non-fiction:</b> <b>Planning tools:</b> text map / washing line  <b>Heading</b>	<b>Fiction:</b> <b>Problem / Dilemma</b> <i>Suddenly.../ Unfortunately...</i>  <b>Resolution</b>	<b>Non-fiction:</b> <b>Introduction</b> Opening factual statement  <b>Middle section(s)</b>

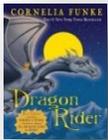
	<p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story  <b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b>  <i>Once upon a time...</i></p> <p><b>Build-up</b>  <i>One day...</i></p>	<p><b>Introduction</b>  Opening factual statement</p> <p><b>Middle section(s)</b>  Simple factual sentences around a <i>them</i></p> <p>Labelled diagrams</p>	<p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story  <b>Understanding</b> - 5 parts to a story:</p>	<p><b>Introduction</b>  Opening factual statement</p> <p><b>Middle section(s)</b>  Simple factual sentences around a <i>them</i></p> <p>Labelled diagrams</p>	<p><i>Fortunately,...</i></p>	<p>Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams  <b>Ending</b>  Concluding sentence</p>
<b>Punctuation</b>	<p>Capital letters for 'I' and names.</p> <p>Full stops  Capital letters  Finger spaces.</p>	<p>Question marks  Full stops  Capital letters</p>	<p>Exclamation marks  Full stops  Capital letters</p>	<p>Speech marks and speech bubbles.</p>	<p>Question marks  Exclamation marks</p>	<p>Speech marks and speech bubbles.</p>

2	<b>Autumn 1</b> <b>Topic:</b> Beasts and Baguettes	<b>Autumn 2</b> <b>Topic:</b> What's in the box?	<b>Spring 1</b> <b>Topic:</b> Land of Fire and Ice	<b>Spring 2</b> <b>Topic:</b> Heroes	<b>Summer 1</b> <b>Topic:</b> I spy	<b>Summer 2</b> <b>Topic:</b> Sun, sea and sand
<b>Key Texts</b>	Beauty and the Beast (traditional tale) A range of traditional stories/fairy tales.	The Disgusting Sandwich Magic box poem.	The Crow's Tale	Elliot the Midnight Superhero George and the Dragon	Hermelin the Mouse Detective	NF texts about the seaside The lighthouse Keeper's lunch.
<b>Reading</b>	Revise all GPCS from Year 1. Identifying syllables Reading words with more than 1 syllable. Re reading to check a text makes sense. Answering simple questions.		Revise Autumn Coverage. Clarify meaning of words Making predictions Discussing favourite words and phrases. Reading words with suffixes.		Revise Autumn and Spring coverage Learning poems by heart Using 'return to and respond to' text strategy to answer more complex questions. Making inferences.	
<b>Genre (Composition and effect)</b>	Re Writing a traditional tale from a view point.	Poetry	Writing own adventure story	Adventure Story Writing Non Chronological report.	Instructions Recount	Persuasive Writing
	Planning what to write by orally rehearsing. Writing in sentences. Evaluating writing (including the writing of others) Re- reading/proof reading. Editing and improving skills. Publishing skills.					
<b>Spelling/Punctuation/Grammar and sentence level work.</b> *Punctuation and Grammar will need to be revised throughout the year.	<b>Spelling</b> – al, soft c, suffix –y , homophones, suffix –ly <b>Punctuation</b> – full stops, capital letters, question marks and exclamation marks. <b>Grammar</b> – Word classes (nouns, verbs, adjectives, adverbs) plural and singular	<b>Spelling</b> – kn, gn, igh sound spelt y, suffix –ing, homophones, j sound, contractions <b>Punctuation</b> – commas in a list, and apostrophes for contractions. <b>Grammar</b> – Sentence types (statement, command, exclamation, question)	<b>Spelling</b> – suffix –ed, possessive apostrophes, wr, er and est <b>Punctuation</b> – apostrophes for contractions. <b>Grammar</b> - tenses, use of progressive verbs.	<b>Spelling</b> – ey, ness, le, el, al, ful <b>Punctuation</b> – revise previous learning, apostrophes for possession. <b>Grammar</b> - noun phrases, co – ordination and sub ordination.	<b>Spelling</b> – less, ment, es, tion <b>Punctuation and Grammar</b> – revise all previous learning.	
<b>Handwriting</b>	All letters correctly formed (including capital letters) and of the correct size.					

	<p>Spacing between words. Horizontal and diagonal strokes for joining. Some/all of writing joined.</p>
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3	Autumn 1 Topic: School is Back!	Autumn 2 Topic: Beyond the Wild Wood...	Spring 1 Topic: The Emerald City	Spring 2 Topic: Italia!	Summer 1 Topic: The Land of the Giants	Summer 2 Topic: A Prince and a King
Key Texts	Matilda 	Wind in the Willows 	The Wizard of Oz 	Pinocchio and Romeo and Juliet 	The BFG 	The Happy Prince 
Genre (Composition and effect)	Biography Report Writing/diary	Adventure and Mystery Instructions	Story Writing Newspaper Report	Balanced argument Non-Chronological Report	Persuasive Writing Letter Writing	Recount Performance Poetry
SPAG  (Spelling to be taught using Get Spelling)  *Punctuation and Grammar will need to be revised	Conjunctions  Nouns and Pronouns Prefixes and Suffixes (throughout the year , as part of Get Spelling)	Present and Past tense  Verbs (throughout the year , as part of Get Spelling)	Clauses and Phrases  Conjunctions, adverbs and prepositions to express time and clause. (throughout the year , as part of Get Spelling)	Possessive apostrophe with plural nouns  Using Punctuation and direct speech (throughout the year , as part of Get	Fronted adverbials  Using commas after fronted adverbials. (throughout the year , as part of Get Spelling)	Revision  Use and understand the grammatical terminology when discussing reading and writing.

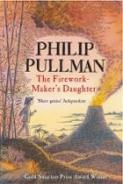
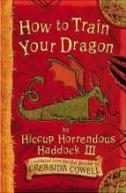
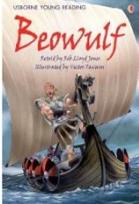
throughout the year.				Spelling)		(throughout the year , as part of Get Spelling)
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	<b>Autumn 1</b> <b>Meet the Flintstones</b> 	<b>Autumn 2</b> <b>Aslan's Kingdom</b> 	<b>Spring 1</b> <b>The Minotaur Mysteries</b> 	<b>Summer 1</b> <b>Merlin's Magic</b> 	<b>Summer 2</b> <b>The Unsinkable Ship</b> 
<b>Key Texts</b>	Stig of the Dump	The Lion, the Witch and the Wardrobe	Float Selection of Greek Myths	Dragon Riders Poetry	Information texts on Titanic
<b>Genre (Composition and effect)</b>	Stone Age story  Letters	Information Texts	Newspaper reports  Recounts	Stories set in imaginary worlds	Biographies  Diary entries  Formal V Informal
<b>SPAG Grammar (Using CGP)</b> *Punctuation and Grammar will need to be revised throughout the year.	Word types including nouns, verbs, adjectives and adverbs Clauses and phrases	Word types including pronouns Sentences Expanded noun phrases Adverbs and adverbials Similes	Complex sentences Modal verbs Onomatopoeia Alliteration Conjunctions and prepositions	Personification	Standard and non-standard English

Punctuation	Sentence structure		Paragraphs and layout Using commas		Apostrophes		Inverted commas		Revision		Revision	
<b>Spelling</b> (Using Get Spelling Programme)	Year 3 Unit 1 – Prefix dis, in Unit 2 – im Unit 3 – Suffix ous  Homphones	Year 4 Unit 1 – Prefix mis Unit 2 – sure Unit 3 – auto Homphones	Year 3 Unit 4- ly Unit 5 – ture Unit 5 - ation	Year 4 Unit 4 – ly Unit 5 – inter Unit 6 – eigh, ei, ey	Year 3 Unit 7 – c spelt ch Unit 8 – sh spelt ch Unit 9 - ion	Year 4 Unit 7 – ous Unit 8 – s spel t sc Possessive apostrophe Unit 9 - sion	Year 3 Unit 10 – ian Unit 11 – prefix re Unit 12 - anti	Year 4 Unit 10 – il Unit 11 – c spelt que/gue Unit 12 - homphones	Year 3 Unit 13 – prefix super Unit 14 – prefix sub	Year 4 Units 13 and 14 – Suffix - ion	Year 3  Revision	Year 4  Revision

5	Autumn 1 Topic: Is there anybody out there?	Autumn 2 Topic: Anglo Saxons and Scots	Spring 1 Topic: Tudors	Spring 2 Topic: Around in the world in 30 days	Summer 1 Topic: WW2	Summer 2 Topic: Harry Potter
Key Texts	<a href="#">George And The Secret Key To The Universe</a>	Sir Gwain and the Green Knight King Alfred and the Burnt Cakes	Macbeth The Highway Man	Gulliver's travels	The Amazing Story Of Adolphus Tips	Harry Potter
Genre (Composition and Effect)	Persuasive writing Story writing	Myths/legends/traditional stories Newspaper reports (recount)	Older literature - Shakespeare Drama (acting) Poetry Instructions	Diary Writing Film- narrative Older lit/classic text study Stories from other cultures	Novels by significant authors Poetry classic/narrative	Poetry (performance) Non-chronological reports Play scripts
Big Write Techniques	I choose precise vocabulary for effect and impact. Writing is structured throughout. I can vary the length, structure and subject of sentences. Use a wide range of conjunctions. Similes/metaphors personification	I use paragraphs to clearly structure and prioritise ideas. Subordinate, relative and embedded clauses	Use a wide range of vocabulary to make writing effective. Link sentences within paragraphs for cohesion. Use modal verbs Use modifiers to contribute shade of meaning.	I make clear links between paragraphs to show overall direction in writing. Clear links between paragraphs throughout.	Create different emphasis in sentences through word order, verb phrases, passive voice. Maintain appropriate verb choice and shift when necessary. Use stylistic features to support purpose of writing.	Develop information and events in detail within paragraphs.
Techniques taught throughout the year	<ul style="list-style-type: none"> <li>• Writing is relevant to the task and ideas elaborated with imaginative detail.</li> <li>• Development of ideas are appropriate for the task.</li> <li>• Points of view are expressed clearly and controlled with some elaboration.</li> <li>• Purpose of writing is clear and consistent.</li> <li>• I have used the features of a genre/text type and can adapt when required.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Writing is clearly established to maintain the reader's interest.</li> <li>• The content of writing is balanced and controlled.</li> </ul>					
SPAG As per Get Spelling	Inverted commas Suffixes (-ate,ise,ify) Degrees of possibility – adverbs/modal verbs	Hyphens, brackets Verb – prefixes ( dis, de, mis, over, re) Relative clauses	Colons and semi-colons. Bullets Relative clauses/omitted pro-nouns.	Devices to build cohesion within paragraphs Adverbials of time, place, number or tense	Commas to clarify meaning.	Recap all areas needed.

6	<b>Autumn 1 (7 weeks)</b> <b>Topic: Chocolate</b>	<b>Autumn 2 (7 weeks)</b> <b>Topic: Explosions in the sky and sea</b>	<b>Spring 1 (6 weeks)</b> <b>Topic: Vikings</b>	<b>Spring 2 (5 weeks)</b> <b>Topic: Vikings</b>	<b>Summer 1 (6 weeks)</b> <b>Topic: SATs / Life is a rollercoaster</b>	<b>Summer 2</b> <b>Topic: I'm in year 6, get me out of here! + Transition</b>
<b>Key Texts</b>	Charlie and the Chocolate factory + Roald Dahl's boy for Talk 	The Firework maker's daughter. 	The Saga of Bjorn How to train your dragon. 	Beowulf 	SATs revision	The Hunger Games 
<b>Genre (Composition and effect)</b>	Biographies and autobiographies Short Stories with flashbacks –	Shifting between levels of formality Adventure Stories	Myths and legend stories Diary entry	Letters Argument Journalistic reports	SATs revision BOOK Talk Comprehension	Debates Extending narrative
<b>SPAG</b> (Spelling to be taught using Get Spelling)  *Punctuation and Grammar will need to be revised throughout the year.	SP&G baseline tests Pronouns Capital letters, Full stops recap. Adjectives/adverbs  Inverted commas  Verbs including past tense (ed)	Contractions Apostrophes Apostrophe for possession  Clauses relative / sub/ main  Sentence types 3  Command/statement/question	Article Determiner  Prepositions  Clauses: main / sub  Higher level punctuation ( ) ; : -	Synonyms/antonym Scrutinising information Noun types Passive voice  Expanded noun phrases  Prepositional phrases Fronted adverbials	SATs Revision Cohesive links between texts Building atmosphere and tension (Boomtastics)	Up levelling writing , correcting punctuation  Adverbial phrases