


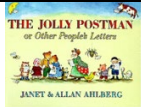

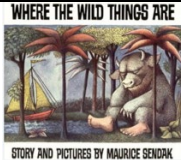


Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Under The Sea		Seasons		Time Machine		Once Upon A Time		Let's Celebrate		Pirates	
1												
2	Extended Writing outcome:  <b>Diary entries</b>		Extended Writing outcome:  <b>Alternative story page</b>		Extended Writing outcome:  <b>Story</b>		Extended Writing outcome:  <b>Fairy tale re-write</b>  <b>Letters</b>		Extended Writing outcome:  <b>Re-telling from a different perspective</b>  <b>Information text – Newspaper report</b>		Extended Writing outcome:  <b>Narrative – re-tell</b>  <b>Instructions</b>	
	Writing opportunities: <i>Thought/speech bubbles</i> <i>Written predictions</i> <i>Settings</i> <i>Letter to a character</i> <i>Song verse</i> <i>Travel journal (descriptive)</i> <i>Filmed TV report</i>		Writing opportunities:		Writing opportunities:  <i>Writing in role</i> <i>Caption writing</i> <i>Letter writing</i> <i>Narrative writing</i>		Writing opportunities:  <i>Writing in role</i> <i>Poetry</i> <i>Explanatory writing</i> <i>Fairy tale re-write</i>		Writing opportunities:  <i>Letter writing</i> <i>Character description</i> <i>Poetry</i> <i>Explanation</i> <i>Writing in role</i> <i>Debate paragraph</i>		Writing opportunities:  <i>Story maps</i> <i>Character description</i> <i>Setting description</i> <i>Writing in role – letter</i> <i>Poetry</i>	

<i>Information text</i>					
Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:
<p><b>Grammar &amp; Composition:</b>  Y1 Write a sentence that begins with a capital letter, has finger spaces and ends in a full stop.  Use a capital letter for personal pronoun 'I'  Use Phonic knowledge to spell words.  Begin to spell correctly common exception words learnt.  Begin to use noun phrases to describe.</p> <p>Y2 Adverbials of time: next, in the morning, an hour later...  Write a statement that starts with a capital letter and finishes with a full stop  Form simple past tense by adding '-ed' She walked to the park.  Co-ordinating conjunctions (or, and, but)  Past tense first person</p>	<p><b>Grammar &amp; Composition:</b></p>	<p><b>Grammar &amp; Composition:</b>  Y1 Write in sentences that begin with a capital letter, have finger spaces and end in a full stop, an exclamation mark or a question mark.  Use Phonic knowledge to spell words.  Begin to spell correctly common exception words learnt.  Use adverbials of time to support narrative writing.  Use capital letters for proper nouns and personal pronoun 'i'.  Begin to spell words with the suffix 's', 'es' and 'ed'.</p> <p>Y2 Write a statement that starts with a capital letter and finishes with a full stop  Ask a question and use a question mark  Use simple present tense  Expanded noun phrases  Possessive apostrophe (singular) - the lion's mane</p>	<p><b>Grammar &amp; Composition:</b>  Y1 Beginning or end of narrative signalled e.g. one day  Ideas grouped together for similarity.  Attempts at third person writing.  e.g. Goldilocks was hiding.  Written in the appropriate (past tense mainly consistent) e.g. The princess was...  Use ambitious vocabulary  Write in sentences that begin with a capital letter, have finger spaces and end in a full stop, an exclamation mark or a question mark.  Simple sentences, starting with a pronoun and a verb e.g. He went home  Simple conjunctions are used to construct simple sentences e.g. and, but  To use suffixes 'ing' 'er'  Time connectives used- e.g. once upon a time, the next day, happily ever after</p> <p>Y2 Use past continuous tense?  He was running...  Apostrophes of omission:  Couldn't don't  Homophones</p>	<p><b>Grammar &amp; Composition:</b>  Y1 Ideas grouped in sentences in time sequence.  Written in the imperative e.g. walk slowly.  Use of numbers or bullet points to signal order.  Simple conjunctions are used to construct simple sentences e.g. and, but  To use suffixes 'er' and 'est'  Write in sentences that begin with a capital letter, have finger spaces and end in a full stop, an exclamation mark or a question mark.</p> <p>Y2 Use prepositional phrases: put the mixture inside the bowl  Use comas to separate lists  Commands: mix, put, take  Adverbs – adding 'ly' carefully  Co-ordinating conjunctions (or, and, but)</p>	<p><b>Grammar &amp; Composition:</b>  Y1 Ideas grouped together for similarity.  Attempts at third person writing. e.g. The troll stamped his feet.  Written in the appropriate tense.  Simple conjunctions are used to construct simple sentences e.g. and, but  To use suffixes 'est', 'er' and 'ing'  Write in present tense.  Write in sentences that begin with a capital letter, have finger spaces and end in a full stop, an exclamation mark or a question mark.</p> <p>Y2 Subordinate conjunctions (when, if, that, because)  Writing an exclamation sentence that ends in an exclamation mark.  Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	World War II		Extreme Earth		Travelling Through Time		Exploring Our World		Ancient Civilisations		Our Local Environment	
3	What is it Like Living Through a War?	Conflict Resolution Sacrifice	How is the Earth powerful?	Power Fear Resilience	What does it mean to conquer?	Freedom Adversity Oppression	How can we celebrate difference?	Diversity Beauty identity	Why did ancient civilisations want to progress?	Belonging Community ambition	Why do we need to look after our environment?	Sustainability Friendship trust
4			 + the Dreadful Menace poem									
5	Extended Writing outcome: <b>Diary entries</b> <b>Explanation Text</b>		Extended Writing outcome: <b>Character viewpoint</b>		Extended Writing outcome: <b>Persuasive Presentation (Dragon's Den)</b> <b>Information Text</b>		Extended Writing outcome: <b>Write an alternative chapter</b> <b>*Travel brochure</b>		Extended Writing outcome: <b>Retelling by another character</b> <b>News report</b>		Extended Writing outcome: <b>Poem</b> <b>To write a non-fiction book about another Climate Hero.</b>	
6	Writing opportunities: <i>Arguments</i> <i>Diary entries</i>		Writing opportunities: <i>Poetry (Mowers song)</i> <i>Write story in role</i>		Writing opportunities: <i>Script</i> <i>Instructions</i> <i>Information text</i> <i>Recount</i>		Writing opportunities: <i>Poetry</i> <i>Diary entries</i> <i>Informal letter</i>		Writing opportunities: <i>Free verse poetry</i> <i>Field notes</i> <i>Shrine boxes</i>		Writing opportunities: <i>Presentation</i> <i>Leaflets</i> <i>Booklets</i> <i>Poster</i>	

	<p><i>Writing in role</i>  <i>Newspaper reports</i>  <i>Poetry</i>  <i>Explanation text</i></p>		<p><i>Comic strip</i>  <i>Persuasive speech</i>  <i>Poetry</i></p>	<p><i>News report</i>  <i>Narrative fiction</i>  <i>(character driven)</i></p>	<p><i>Autobiographies</i>  <i>Letter</i>  <i>Writing in role</i></p>	<p><i>TED Talk script</i>  <i>Poem</i>  <i>Instruction manual</i>  <i>Non-fiction book</i></p>
	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:	Cross curricular opportunities:
	<p><b>Grammar &amp; Composition:</b>  <b>Y3/4</b> Recap on basic punctuation e.g. capital letters, full stops  Also verbs, nouns and adjectives (recap) adverbs  Noun phrases  Introduce basic paragraphs  First person  Creative vocabulary  Fronted adverbials &amp; comma  Synonyms of words to up level sentences and give a greater effectiveness  <b>Y5/6</b>  Active and Passive Voice.  Pronouns for the doer of the action.  Structure of a narrative and story sequencing.  Relative Clauses  Personification</p>	<p><b>Grammar &amp; Composition:</b>  <b>Y3/4</b> Inverted commas  Prepositions  Homophones  First person  Past tense  Paragraphs  Time conjunctions  Appropriate choice of pronoun or noun across sentences to aid cohesion.  Organising paragraphs around a theme  <b>Y5/6</b> Commas to separate clauses.  Formal/Informal Voice  Parenthesis.  Hyphens to avoid ambiguity.  Subordination.  Modal Verbs  Cohesive devices</p>		<p><b>Grammar &amp; Composition:</b>  <b>Y3/4</b> Vocab to interest reader  Adjective and adverbs  Subordinate clauses  Paragraphs  Adverbs and modal verbs for persuasion  Time conjunctions  Inverted commas  Quotation using inverted commas and colons  First/third person  Technical language  Proper nouns  Specific nouns    <b>Y5/6</b> Expanded noun-phrases  Relative clauses  Past Tense  Active and passive voice.  Inverted commas for direct speech  Dialogue to advance the action.  Fronted adverbials.  Adverbs to indicate degrees of possibility.</p>	<p><b>Grammar &amp; Composition</b>  <b>Y3/4</b> Speech  Past tense recap  Catchy headline  Third person  Reported speech  Chronological order  Inverted commas  Expanded noun phrases  Subordinating conjunctions  Headings and Subheadings  Assessing the effectiveness of their own and others' writing and suggesting improvements    <b>Y5/6</b> Formal Voice  Organisational features of a text-headings, subheadings, bullet points.  Introductions and conclusions.  Active and Passive voice.  Semi-colons, colons and dashes to mark boundaries between independent clauses.  Use of commas to avoid ambiguity.</p>	<p><b>Grammar &amp; Composition:</b>  <b>Y3/4</b> Preposition  Present perfect form  Time Conjunctions  Expanded Noun Phrases  Different sentence starters  Fronted adverbials  Subordinate clauses  Metaphors, similes  First or third person    <b>Y5/6</b> Commas to clarify meaning or avoid ambiguity.  Formal voice  Adverbials of time.  Modal Verbs  Semi-colons, colons and dashes.  Emotive Language.  Consolidation.  Present perfect (some people have argued)  Personification</p>

