

English Long Term Plan 2021-2022

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 6 weeks
<p>Rainbows Communication and language (listening, attention and understanding, speaking)</p> <p>Speaking and Listening focus- circle games to introduce new class /names, building children’s understanding - questions about stories</p>	<p>Ourselves – Elmer, Elmer and the Rainbow (focused work on colour, shapes and feelings during staggered entry) The colour monster (feelings) A great big cuddle- poems for the very young Nursery rhymes Senses Funny bones</p>	<p>Celebrations and festivals Diwali-Rama and Sita story Fireworks/bonfire night Food-fruit and veg and healthy eating Autumn time –hedgehogs Diwali</p>	<p>Winter time and animals Winter-cold countries Focused work on penguins PoR ‘the blue penguin’ Arctic/Antarctic Weather and changing seasons Chinese New Year (the Great Animal Race story)</p>	<p>Plants and mini-beasts Plant growth Mini-beasts, focused work on spiders PoR-Arrrghh spider! Retell the story of the very hungry caterpillar using story props Sequence life cycle pictures of butterfly Jack and the beanstalk-work together to make a role play area for castle and characters.</p>	<p>Superheroes and people who help us Superhero’s People who help us PoR the everywhere bear</p>	<p>Summer holidays and adventures Ocean animals/farm animals The seaside and summer time Holidays-hot countries in the world PoR Splash, Anna Hibiscus! PoR the leopards drum Ocean animals</p>
<p>Literacy (comprehension, word reading, writing)</p>	<p>Phase 1+2 Name writing/pencil grip and formation Drawing and labelling family members Linking sounds with letters Nursery Rhymes Environmental sounds</p>	<p>Phase 2 Name writing/pencil grip and formation of letters Hearing initial/medial/final sounds in words Oral blending and segmenting CVC/CCVC words Different writing themes/writing for different purposes Sequencing stories</p>	<p>Phase 3 and revise phase 2 Teach and practise reading and spelling tricky and HFW’s Blending and segmenting words Applying phonic knowledge – constructing/ substituting sentences</p>	<p>Continue Phase 3 Teach and practise reading and spelling tricky and HFW’s Applying phonic knowledge – constructing/ substituting sentences Write different versions of Jack and the Beanstalk story Make a cress diary Writing instructions for growing sunflower seeds</p>	<p>Phase 3 revision begin phase 4 Teach and practise reading and spelling tricky and HFW’s Using phonic skills to spell and write simple sentences Write speech bubble with words to describe a super power! Using imagination to write a superhero story</p>	<p>Focus on Phase 4 (revise 2/3) Teach and practise reading and spelling tricky and HFW’s Using phonic skills to spell and write simple sentences Holiday writing-where in the world.....</p>
<p>Year 1</p>	<p>Out and About: A First Book of Poems – poetry collection (PoR) Writing: poetry writing on a theme (1 wk), poetry writing – pattern and rhyme (1 wk) Wild – picture book (PoR)</p>	<p>Wild – picture book (PoR) Writing: setting descriptions moderated (1 wk), recount from personal experience (2 wks),</p>	<p>Traction Man is here – picture book with comic book conventions (PoR) Writing: stories with familiar settings (3 wks), setting descriptions (1 wk)</p>	<p>The secret sky garden – picture book (PoR) Writing: setting descriptions (1 wk), The Jolly Postman and other letters informal letters (2 wks) Shape poems (1 wk)</p>	<p>How to find gold (PoR) Writing: instructions moderated (2 wks) informal letters (2 wks), shape poems (1 wk) SPaG: punctuating sentences with capital</p>	<p>The snail and the whale – contemporary fiction (PoR) Writing: stories with familiar settings (3 wks) recount from personal experience (2 wks),</p>

	<p>Writing: setting descriptions moderated (1 wk)</p> <p>SPaG: spacing between words, alphabetical order, lower and upper case letters (brief look)</p> <p>Handwriting: pencil control practice and focus on incorrect formation – small gps</p> <p>Phonics: Phase 4 – learn to read and spell words containing adjacent consonants Revise and recall all Phase 2 and 3 phonemes within Phase 4 To read and spell CVCC and CCVC words.</p>	<p>How to wash a wooly mammoth Instructions (2 wks)</p> <p>SPaG: punctuating sentences with capital letters and full stops</p> <p>Handwriting: i, l, t, u, j, y, c, o, a, d, q, g</p> <p>Phonics: Phase 5 - broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Weeks 1 – 5 Digraphs for reading: ay, oy, wh, ou, a-e, ir, ph, ea, ie, ue, aw, e-e, zh, ew, oe, i-e, au, o-e, u-e Weeks 6 and 7 Alternative pronunciations: Week 6 - i – fin, find, o – hot, cold, u – but, put, a – hat Week 7 - what, c – cat, cent, g – got, giant, y – yes, by</p>	<p>Puffin Book of First Poems Poetry – pattern and rhyme (1 wk)</p> <p>SPaG: punctuating sentences with capital letters and full stops</p> <p>Handwriting: e, s, f, r, n, m, h, b, k, p, v, w, x, z Phonics: Little Wandle – Placement Assessment indicated revising Phase 3 and 4 – 2 lessons per day</p>	<p>SPaG: punctuating sentences with capital letters and full stops, nouns, adjectives and verbs</p> <p>Handwriting: i/l and l/L, t/T and u/U, j/J and y/Y, c/C and o/O, a/A and d/D, q/Q and g/G.</p> <p>Phonics: Little Wandle – continue with Phase 4 and start Phase 5 1 lesson per day when there is a reading lesson, 2 lessons a day twice a week</p>	<p>letters and full stops, nouns, adjectives and verbs</p> <p>Handwriting: e/E and s/S, f/F and r/R, n/N and m/M, h/H and b/B, k/K and p/P</p> <p>Phonics: Little Wandle – start Y1 Summer 1 revision of Phase 5 in readiness for Phonics Screening Check</p>	<p>Out and About: A First Book of Poems – poetry collection poetry on a theme (seasons 1 wk),</p> <p>SPaG: punctuating sentences with capital letters and full stops, nouns, adjectives and verbs</p> <p>Handwriting: v/V and w/W, x/X and z/Z. Continue with any that are causing problems</p> <p>Phonics: after Phonics Screening Check do Placement Assessment and pick up where gaps are highlighted</p>
Year 2	<p>Bob, Man on the Moon POR – Contemporary Fiction – 6 weeks <i>Writing outcomes: non-fiction information texts, recount & letter writing, story writing</i> Narrative/Story writing Non-chronological report (moderated)</p>	<p>Divergent Drama visit-linked to History unit-2 weeks <i>Writing outcomes: Recount from personal experience</i></p> <p>Anna Hibiscus POR Building reading stamina- 4 weeks. <i>Writing outcomes: Stories from other cultures</i></p> <p>Poems to Perform POR – Poetry – 1 weeks <i>Writing outcomes: Poetry Poetry to perform</i></p>	<p>Ten Things I can do to Help My World POR – Non-fiction – 4 weeks <i>Writing outcomes: Information poster & book writing, instructions, poetry writing</i> Poetry on a theme Poetry to perform</p> <p>Where the wild things are POR – Classic texts and modern classics – 4 weeks <i>Writing outcomes: descriptive setting writing,</i></p>	<p>Pattan’s Pumpkin POR – Traditional tales & twists- 5 weeks <i>Writing outcomes: non-fiction posters, poetry, letter writing, song writing, writing in role, narrative writing</i> Stories from other cultures Diary writing</p>	<p><i>Shorter units due to KS1 SATs</i></p> <p>The diary of a killer cat POR Building reading stamina- 2 weeks <i>Writing outcomes – writing narratives from others point of view, diary writing, writing in role</i> Diary writing</p> <p>The three little pigs – Traditional stories- character descriptions &</p>	<p>Foxburrow farm trip- 2 weeks Recount from personal experience (moderated)</p> <p>The Emperors Egg POR – Non-fiction- 4 weeks <i>Writing outcomes: setting descriptions, poetry, information text writing</i> Poetry on a theme Poetry to perform Non-chronological report</p>

	<p>SPaG: Punctuation, coordinating conjunctions, plurals (s/es), compound words, homophones (Revisit Year 1)</p> <p>Spelling Year 1 CEWs</p> <p>Phonics: Revise all Phase 5 Wk1: ai ay a_e a ey ea j as g Wk 2: ee ea e_e ey e y w as wh Wk 3: igh ie i_e i y f as ss ph Wk 4: oa ow oe o_e o ur er ir Wk 5: OO ue ew u_e o oo u oul Wk 6: ow ou oi oy e ea a Wk 7: or aw au al ore ar as a c as ch</p>	<p>SpaG: Homophones, Tense (simple past/present), Time connectives, Word classes (nouns, adjectives, verbs, adverbs), Conjunctions, suffixes ing ed er (no change root word spelling)</p> <p>Spelling Year 1 CEWs</p> <p>Phonics: Revise Phase 5 Wk 1: air ear are ere ch as tch s as c Wk 2: Phonics screening Wk 3 – 7 Revise all Phase 5 and begin No Nonsense Spelling (j as ge dge, s as c, n as kn gn)</p>	<p><i>letter writing, poetry, story writing</i> Character descriptions Narrative/Story writing</p> <p>SPaG: Homophones, Word classes, contractions, Suffixes (ing, ed, er, est, y) (drop e/ double consonant spell rule)</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (o as a after w/qu, sh as s tion)</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (igh sound as y, l sound as le, ee sound as ey, r sound as wr)</p>	<p>SPaG: Homophones, Punctuation, sentence types, Word classes, conjunctions, Suffixes (y for i spell rule, including when adding es), Suffixes ful, less, ly, Tenses, Possessive apostrophe</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (o as a after w/qu, sh as s tion)</p>	<p>settings/ story writing – 2 weeks <i>Writing outcomes – setting descriptions, character descriptions, story writing</i> Character descriptions</p> <p>SPaG: Word classes, punctuation, apostrophes (possession & contraction), revise all suffix spell rules (drop e, double consonant, y for i), Suffixes ment ness, Simple/Progressive tense</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (l as el, or as a before l/ll or as ar after w er as or after w l as al)</p>	<p>SPaG: Revise all.</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (u sound as o l as il)</p>
Year 3	<p>ARTHUR AND THE GOLDEN ROPE by Joe Todd-Stanton (POR) Graphic novel Vikings and Norse Mythology</p> <p>WO: 3rd person adventure stories (Arthur)/ non-chronological report (link to science – animals)/ poetry on a theme (ocean)</p>	<p>WO: Formal letters of complaint (hotel)/ 1st person narrative/ Instructions (fairy dough)</p>	<p>THE VIKINGS Raiders, traders and adventurers by Marcia Williams (Links to history)</p> <p>HOT LIKE FIRE by Valerie Bloom</p> <p>WO: Poetry from a different culture (seasons, Valerie Bloom)/ 1st person narrative (Little red riding hood)/ Instructions (magic spells)</p>	<p>THE GREAT KAPOK TREE by Lynne Cherry (link to rainforests – Geography)</p> <p>COLOUR FROM HOME by MARY HOFFMAN</p> <p>WO: Dialogue through narrative (colour from home)/ Formal letters of complaint (restaurant)/ Poems on a theme (rainforests/ jungles)</p>	<p>LEON AND THE PLACE BETWEEN by Angela McAllister</p> <p>WO: 3rd person adventure stories (Into the forest) / non-chronological report (circus links to Leon and the place between)</p>	<p>THE IRON MAN by Ted Hughes (POR)</p> <p>WO: Dialogue through narrative/ Poems from another culture</p>
SPaG	GRAMMAR AND PUNCTUATION		GRAMMAR AND PUNCTUATION Capital letters/full stops/question marks and exclamation marks		GRAMMAR AND PUNCTUATION	

	<p>Ready to write - Capital letters/full stops/question marks and exclamation marks to demarcate sentences. Introduction to inverted commas to punctuate direct speech Correct choice and correct use of present and past tense Introduction to paragraphs</p> <p>Formation of nouns using suffixes such as –ness, -er and by compounding (for example whiteboard, superman) Formation of adjectives using suffixes such as –ful, -less Use of the suffixes –er, -est in adjectives and the use of –ly to turn adjectives into adverbs. Expanded noun phrases (eg the blue butterfly) Commas to separate items in a list Apostrophes to mark singular possession in nouns Formation of nouns using a range of prefixes (for example super-, anti-, auto-) Co-ordinating conjunctions – or, and , but</p> <p>SPELLING Adding Suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words (gym) The /u/ sound spelt ou (young) Prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-,sub-,inter-,super-,anti-,auto-) NC words and homophones/near homophones</p>	<p>Use and punctuate direct speech Correct choice and correct use of present and past tense Paragraphs</p> <p>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) Adverbs modifying the verbs (for example, then, next, soon, therefore). Usha <u>soon</u> started snoring <u>loudly</u> Choosing and using a greater range of powerful verbs Choosing and using a greater range of adjectives Use prepositions to express time, place and cause (for example before, after, during, in, because of). Use conjunction, adverbs or prepositions to express time, place and cause. Understand that writing can be in 1st or 2rd person</p> <p>SPELLING The suffix – ation The suffix-ly Words with endings sounding like –sure, -ture, (t)cher Endings which sound like –sion The suffix-ous Words with the sound spelt ch (Greek in origin) scheme NC words and homophones/near homophones</p>	<p>Capital letters/full stops/question marks and exclamation marks Use and punctuate direct speech Correct choice and correct use of present and past tense Paragraphs</p> <p>Use the present perfect form of verbs (for example, He has gone out to play contrasted with He went out to play). Verb tenses (past, present and future) Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) Prefixes Subordinate clause for example That’s the street <u>where Ben lives</u>. Extend the range of sentences by using a wider range of conjunctions.</p> <p>SPELLING Endings which sound like –tion, -sion, -ssion,-cian (‘shun’) Words spelt ch (mostly French in origin) chef Words with endings sounding like –gue, que Words sounding like sc (Latin in origin) science Words with the sound spelt ei, eigh, ey – weigh Possessive apostrophe with plural words – girls’, boys’ NC words and homophones/near homophones</p>			
<p>Year 4</p>	<p>Varjak Paw Fiction Poetry – exploring form “Haiku” JW Hackett, Rainbow Haiku (and others) <i>Takahama Kyoshi (1874-1959)</i> then own poems based on Varjak Paw. haiku, tanka, cinquain Balanced Argument 1: Old Testament Abraham and Sarah – Should they leave or stay? Persuasive letter 1: “The Vanishing Rainforest”</p>	<p>“One Plastic Bag” Links to Art Newspaper report 1: On plastic use Stories from other cultures 1 1st person narrative 1 (moderated) Write in the first person from the perspective of a discarded plastic bag</p>	<p>Charlottes Webb Balanced Argument 2, 3rd person story narrative 1 Newspaper report 2: All based on CWb</p>	<p>Narrative Poem: WILLOW Pattern Tony Mitton List Poems: Ten Things Found in a Wizard’s Pocket <i>Ian McMillan</i> Younger Brother <i>Trevor Millum</i> kennings: Today I feel Gervase Phinn The Easter Story/Holy Week / The Passion. Narrative Poetry 1st: Willow pattern plate. Passion Play: Learning lines, The Easter Story Poetry Exploring form 2nd: Kennings, Lists, Narrative</p>	<p>Poetry Pie by Roger McGough CLPE Poetryline</p> <p>Narrative Poetry 2nd You Wait Till I’m Older Than You – Michael Rosen 1st Person 2nd Recount: Anecdote Persuasive letter 2nd (moderated) e.g. Should children be tested in primary school?</p>	<p>Beowulf Vrsn: Michael Morpurgo Stories from other cultures 2nd Beowulf 3RD Person story: Retelling of part of Beowulf in their own words as narrator</p>

<p>SPaG</p>	<p>GPS Weeks 1-5 Year 3 Recap: Use the forms a or an according to whether the next word begins with a consonant or a vowel. Extending sentences with conjunctions using more than one clause. Express time, place and cause using conjunctions, prepositions and adverbs Introduction to inverted commas to punctuate direct speech Use of the present perfect form of verbs instead of the simple past Introduction to paragraphs: grouping related material Terminology for pupils: • pronoun • possessive pronoun * determiner PiXL Tests No nonsense Spellings: Revise Strategies at the point of writing: Have a go, Learn/Practise Strategies for learning words: words from statutory spelling list, Assess Words from statutory and personal spelling lists, Teach Words ending /ʒə/, Practise Words ending /ʒə/, Assess Words ending /ʒə/, Learn Strategies for learning words: words from statutory and personal spelling lists, Teach From Year 2: possessive apostrophe with singular proper nouns, Practise From Year 2: possessive apostrophe with singular proper nouns, Teach Homophones (peace/piece, main/mane, fair/fare), Practise Homophones (peace/piece, main/mane, fair/fare), Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare), Learn Strategies for learning words: words from statutory and personal spelling lists, Practise Strategies for learning words: words from statutory and personal spelling lists, Assess Words from statutory and personal spelling lists: pair testing.</p> <p>GPS Weeks 6 – 7: Yr4: Nouns/ Pronouns for clarity, cohesion, to avoid repetition. Using fronted adverbials, commas after fronted adverbials Terminology for pupils: • adverbial No Nonsense Spelling: Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go , Revise Strategies for learning words:</p>	<p>GPS: Apostrophes: recap and Plural possessive noun The grammatical difference between plural and possessive – s Speech: Using and punctuating direct speech No Nonsense Spelling: /g/ sound spelt ‘gu’ , /g/ sound spelt ‘gu’ ,Strategies for learning words: words from statutory and personal spelling lists , endings sounding like /tʃə/ spelt ‘- ture’ , endings sounding like /tʃə/ spelt ‘- ture’ ,Assess endings sounding like /tʃə/ spelt ‘- ture’: dictation , Strategies for learning words: selected words from statutory and personal spelling lists , Possessive apostrophe with plurals , Practise Possessive apostrophe with plurals , Homophones (scene/seen, mail/male, bawl/ball) , Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball) , Apply Homophones (scene/seen, mail/male, bawl/ball) , Assess Words already learnt from the statutory spelling test , Strategies for learning words: words from statutory and personal spelling lists , Assess Error Analysis</p> <p>PiXL Tests</p> <p>GPS: Expanded Noun Phrases with modifying adjectives, nouns and prepositions. Use of inverted commas and other punctuation to indicate direct speech No Nonsense Spelling: Assess Statutory spellings learnt so far, Revise Strategies at the point of writing: Proofreading , Prefixes ‘anti-’ and ‘inter-’ , Prefixes ‘anti-’ and ‘inter-’ , Assess Prefixes ‘anti-’ and ‘inter-’ , Strategies for learning words: selected words from statutory and personal spelling lists, Assess Spellings learnt so far, Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’, Strategies at the point of writing: Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ , Assess Strategies at the point of writing: Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ , Strategies for learning words: words from statutory and personal spelling lists , Assess Spellings learnt so far this term, Revise/Assess Spellings taught so far, Revise/Assess Spellings taught so far</p>	<p>GPS: Standard English forms for verb inflections instead of local spoken forms Use of paragraphs to organise ideas around a theme</p> <p>PiXL Tests</p> <p>No Nonsense Spelling: /s/ sound spelt ‘sc’ (Latin in origin) , Words with the /s/ sound spelt ‘sc’ (Latin in origin), Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Endings that sound like /ʒən/ spelt ‘sion’, Endings that sound like /ʒən/ spelt ‘sion’, Assess Endings that sound like /ʒən/ spelt ‘sion’, Strategies for learning words: words from statutory and personal spelling lists, Revise Apostrophes for possession, including singular and plural, Apostrophes for possession, including singular and plural, Homophones, Practise Homophones, Apply Homophones, Assess Statutory words learnt during the year, Revise/Learn Strategies for learning words: words from statutory list that need further learning, Revise/Learn Strategies for learning words: words from statutory list that need further learning.</p> <p>GPS: Revision / revisit No Nonsense Spelling: Suffix ‘-ous’, Suffix ‘-ous’, Suffix ‘-ous’, Practise Proofreading , Revise Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’, Practise/Apply Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’, Strategies for learning words: words from statutory and personal spelling lists, Assess Words learnt so far, Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Assess Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, Strategies for learning words: words from statutory and personal spelling lists, Assess Words learnt so far, Revise Work covered this term</p>
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	<p>words from statutory list learnt previously Strategies at the point of writing: Have a go , Teach Proofreading , Teach Prefixes 'in-', 'il-', 'im-' and 'ir-' Practise Prefixes 'in-', 'il-', 'im-' and 'ir-', Apply Prefixes 'in-', 'il-', 'im-' and 'ir-' , Learn Strategies for learning words: words from statutory and personal spelling lists , Assess Words from statutory and personal spelling lists: pair testing, Revise Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou', Practise/Apply Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou', Learn Strategies for learning words: words from statutory and personal spelling lists, Assess Words from statutory and personal spelling lists: pair testing, Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'), Practise Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'), Apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>					
<p>Year 5</p>	<p>Cosmic – power of reading. Fiction (linked to space, Science) <u>Writing outcomes:</u></p> <ul style="list-style-type: none"> • Biography – Neil Armstrong • Poems that explore form • 3rd person stories from other cultures – Zahra literacy shed – Black history month <p>Spag:</p> <ul style="list-style-type: none"> • Verbs and tenses 	<p>Good night mister Tom- power of reading. Fiction (Linked to WW2, history) Additional texts: War boy. Non-fiction Writing outcomes:</p> <ul style="list-style-type: none"> • Explanatory text (moderated) – why do we have evacuees • Poems that use word play • Playscripts – Mr William Shakespeare’s plays A 	<p>Wolf Brother –POR. Fiction (linked to stone age, history. Linked to mountains, geography) Writing outcomes:</p> <ul style="list-style-type: none"> • Poems that use word play • Dialogue through 3rd person narrative • Explanatory text – how to build a shelter <p>Spag:</p> <ul style="list-style-type: none"> • Parenthesis • Expanded noun phrases 	<p>Skellig – POR. Fiction (Linked to animals and habitats, Science) Writing outcomes:</p> <ul style="list-style-type: none"> • Formal letters • Poems that explore form - William Blake • Paly scripts – Mr William Shakespeare’s plays – The Tempest <p>Spag:</p> <ul style="list-style-type: none"> • Tenses • Nouns and pronouns • Ei and ie words • Inverted commas 	<p>The Journey –POR (Picture book). Picture book. (Linked to comparing two areas, Geography) Additional texts: Coming to England – Floella Benjamin. Non-fiction. Writing outcomes:</p> <ul style="list-style-type: none"> • 3rd person stories from other cultures • Dialogue through 3rd person narrative <p>Spag:</p>	<p>Shackleton’s Journey – POR. Non-fiction (Linked to climate change, Geography. Linked to explorers, History) Writing outcomes:</p> <ul style="list-style-type: none"> • Formal Letters – Job application for the Endurance • Biography – Ernest Shkelton <p>Spag:</p> <ul style="list-style-type: none"> • Prefixes • Suffixes • Model verbs • Commas for clarity

	<ul style="list-style-type: none"> Inverted commas Suffix –able, -ible. homophones 	<p>Midsummer Night's Dream</p> <p>Spag:</p> <ul style="list-style-type: none"> Relative clauses Modal verbs Adverbs Plural and possessive apostrophe hyphens 	<ul style="list-style-type: none"> Suffix – ably, -ibly GPCs (bruise, guarantee, immediately, vehicle, yacht) 		<ul style="list-style-type: none"> Commas Cohesion Homophones Adverbs 	
Year 6	<p><u>Power of Reading texts</u> Stay where you are and then leave</p> <p>Journey to the River sea</p> <p><u>Writing outcomes</u> Autobiographies (2weeks) Shakespeare Sonnets (1 week) Poems that create image (1 week) Extended narrative in 1st person (3 weeks) 3rd person narrative (2 weeks) Explanatory texts (2 weeks)</p> <p>Grammar: Word classes – nouns and verbs Word classes – adjectives and adverbs Modal verbs Determiners Prepositions Co-ordinating conjunctions Subordinating conjunctions Modal verbs for possibility Using expanded noun phrases Subject of sentence Passive verbs Active v passive Colons Dashes Bullet points Adverbs to indicate possibility</p>	<p><u>Power of Reading texts</u> Treason</p> <p>The Last Wild</p> <p><u>Writing outcomes</u> Autobiographies (2 weeks) Discursive writing and speeches (2 weeks) 3rd person narrative (2 weeks) News Reports (2 weeks) Explanatory texts (2 weeks)</p> <p>Grammar Present simple Past simple Present progressive Past progressive Present perfect Past perfect Semi colons Colons Dashes Hyphens Subjunctive form Relative pronouns Relative clauses Indirect speech Direct speech Revision of key concepts</p>	<p><u>Power of Reading texts</u> The other side of truth</p> <p>Pig Heart Boy</p> <p>There's a boy in the Girl's bathroom (<i>optional extra text dependent on class</i>)</p> <p><u>Writing outcomes</u> News Reports (2 weeks) Discursive writing and speeches (2 weeks) Extended narrative in 1st person (3 weeks) Poems that create image (1 week) Shakespeare sonnets (1 week)</p>			



	Synonyms and antonyms Object of sentence Passive sentence structure Perfect verb forms Semi- colons Hyphens		
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