

	Autumn Term – Yabba, Dabba, Do!	Spring Term – To infinity and Beyond	Summer Term – Battle of the Ancients
Topic theme	Stone Age	Space	Egypt, Greece
Key writing genres to be covered	Instructions – How to survive the Stone Age Stories – Adventure Report – Skara Brae Newspaper report – Stig found in local Tip Explanation – How to make Stonehenge Poetry – War poetry (Flanders Fields By John McCrae)	Biography – Neil Armstrong Story – Fantasy/Mystery/Sci-fi Persuasive – Visit space station/Space travel Poetry – Cinquains (Nights by William Blake, Stars by The Bronte Sisters)	Explanation – impact of Ancient Greece on modern Western Civilisation Story – historical fiction, fantasy, Recount – Diary (Howard Carter) Instructions – recipes (Linked to DT) Poetry – Kennings (Roger Stevens 'Where do I play? Who am I?')
SPaG to be covered	Y3 T1: use noun phrases to add detail T2: use inverted commas for speech T3: use a range of adverbs and prepositions to express time, place and cause T4: use a mixture of simple and compound sentences T5: use apostrophes for contraction and possession T6: use commas in lists T7: write complex sentences by using a range of conjunctions Spelling Year 2 review of suffixes: -ed, -ing, -er, -est, Year 2 review of suffixes (-ness, -ment, -ful, -less). 'i' sound spelt 'y'. 'u' sound spelt 'ou'. 'ai' sound spelt 'ei', 'eigh' or 'ey'. un- prefix. dis- prefix. mis- prefix. re- prefix. word families.	Y3 T8: Use past tense, present tense, continuous accurately and begin to use perfect forms T9: Use paragraphs to group related ideas in fiction and non-fiction writing T10: use organisational features for fiction and non-fiction genres. T11: describe characters and settings by using expanded noun phrases, prepositional phrases, power of three, interesting and appropriate word choices, alliteration and similes. Spellings super- prefix. anti- and sub- prefixes. auto- prefix and review work on prefixes. -ly suffix (change the 'y' to an 'i'). -ly suffix (-le changed to -ly). -ally suffix. -ation suffix. double consonants. split digraphs – long vowel sounds.	Recall, deepen understanding of taught concepts Spellings -ly suffix and spelling review. -in prefix il- and im- prefixes. -ir prefix Inter- prefix Homophones and near homophones Suffixes (Vowel letters) -sion and -tion endings Words from across the curriculum
	Y4	Y4	Recall, deepen understanding of taught concepts

	<p>T1: use noun phrases expanded with prepositional phrases</p> <p>T2: use inverted commas for speech with the appropriate punctuation</p> <p>T3: use fronted adverbial followed by a comma</p> <p>T4: use a mixture of simple, compound and complex sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: write complex sentences with a range of conjunctions</p> <p>T7: Use past tense, present tense, continuous and perfect forms accurately throughout a piece of writing</p> <p>Spelling</p> <p>Year 3 review</p> <p>Suffixes (Vowel letters)</p> <p>Apostrophes for missing letters</p> <p>-sion and -tion endings</p> <p>-ssion endings</p> <p>-ation suffix</p> <p>-cian ending</p>	<p>T8: Use cohesive devices: paragraphing, nouns and pronoun chains, adverbial phrases, prepositional phrases</p> <p>T9: use organisational features for fiction and non-fiction genres.</p> <p>T10: Describe characters and settings using including expanded noun-phrases, figurative language, prepositional phrases, adverbial phrases.</p> <p>Spelling</p> <p>Plurals</p> <p>Possessive apostrophes</p> <p>-ous endings</p> <p>-sure and -ture ending</p> <p>'k' sound spelt 'ch'</p> <p>'s' sound spelt 'c'</p> <p>'ough' words</p> <p>Unstressed vowels</p>	<p>Spelling</p> <p>'sh' spelt like 'ch'</p> <p>-gue ending</p> <p>-que endings</p> <p>'s' spelt like 'sc'</p> <p>Homophones and near homophones</p> <p>un-, dis-, mis- and re- words.</p> <p>Words from across the curriculum</p>
	<p>Y5</p> <p>T1: use modal verbs with expanded noun phrases</p> <p>T2: Use inverted commas and supporting punctuation for direct and reported</p> <p>T3: use adverbs to show possibility</p> <p>T4: use embedded clauses</p> <p>T5: use main and subordinate clauses in different positions in a sentence</p> <p>T6: Ensure the consistent and appropriate use of tense throughout a piece of writing that suits the level of formality required</p> <p>T7: use a range of cohesive devices within paragraphs</p> <p>Spellings</p> <p>Year 4 spellings revision</p> <p>-ough letter strings</p>	<p>Y5</p> <p>T8: use a range of devices to link paragraphs.</p> <p>T9: Use a range of expanded noun-phrases to add detail across a piece of writing.</p> <p>T10: use and modify a range of organisational features for fiction and non-fiction genres.</p> <p>Spellings</p> <p>able words</p> <p>ably words</p> <p>ibly and ible words</p> <p>homophones and near homophones</p> <p>silent letters</p> <p>scientific vocabulary</p> <p>'I' sound spelt 'y'</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spelling</p> <p>-ate, -ise, -ify and -en words</p> <p>Verb prefixes</p> <p>Homophones and near homophones</p> <p>Homophones and words that are often confused</p> <p>-ant, -ance, -ancy endings</p> <p>-ent, -ence/-ency, -ant, -ance/-ancy endings</p> <p>Suffixes (Vowel letters)</p>

	-cious endings -tious endings -cial endings -tial endings Homophones (Nouns and Verbs) double consonants unstressed vowels and consonants		
	Y6 T1: Add detail using expanded noun phrases, prepositional phrases and adverbial phrases T2: Use commas for clauses and inverted commas for direct speech, reported speech and quotations T3: Use modal verbs in formal and informal writing T4: use cohesive devices within paragraphs T5: use cohesive devices across paragraphs T6: Use colons to introduce a list and semi-colons, colons, dashes and brackets to separate clauses/ parenthesis Spellings -ant, -ance, -ancy endings -ent, -ence/-ency, -ant, -ance/-ancy endings Hyphens Suffixes (Vowel letters) Scientific vocabulary Curriculum words 'c' makes the 's' sound Suffixes and prefixes	Y6 T7: Use a range of sentence types to add detail such as: simple, compound, complex, multiple T8: use a variety of verb forms T9: Use hyphens to avoid ambiguity T10: use passive voice deliberately. T11: use formal language structures T12: deliberately select vocabulary and precise word choices to develop: character, setting, atmosphere, integrated dialogue, advance the action etc. Spellings I before e rule Homophones and near homophones -ous endings prefixes: super-, anti-, sub- prefixes: re-, il-, im- prefixes auto-, un-, dis- 'u' sound spelt 'ou' 'y' makes the 'i' sound	Recall, deepen understanding of taught concepts Spellings 'ei', 'eigh' and 'ey' words -tial and -cial endings -ation, -sion, -ssion and -tion endings -ough words -ly suffix 'que' and 'sc' words -tious and -cious endings 'ch' and 'gue' words -sure and -ture endings Unstressed vowels
Key authors to be studied	Michael Morpurgo	Shaun Tan	Emma Carroll

Long term writing plans:

Year B

	Autumn Term - World War 2 -	Spring Term - Rainforest	Summer Term - Invaders and
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	The Home Front	Explorers	Settlers
Topic theme	WW2	Rainforest	Local History, Anglo-Saxons, Vikings, Romans
Key writing genres to be covered	<p>Story – Historical, mystery</p> <p>Recount – Letter from the front, letter to a soldier, diary of character from 'Letters from the Lighthouse.'</p> <p>Discussion Text – Should children have been evacuated?</p> <p>Instructions – recipes (Linked to DT)</p> <p>Poetry – List poem ('Bleezer's Ice Cream by Jack Prelutsky and 'Sick' by Shel Silverstein)</p>	<p>Auto-Biographies – Write as character from 'The Explorer'</p> <p>Explanation – Link to Science</p> <p>Persuasive writing – Save the rainforest, endangered animals</p> <p>Stories – fables, traditional tales,</p> <p>Poetry – Haikus (poems by Basho, Issa, Busont and Shili)</p>	<p>Newspaper report – The Vikings are coming!</p> <p>Stories – legend/ play writing</p> <p>Reports – Romans and impact on Britain</p> <p>Poetry – Narrative poetry (The Highway man By Alfred Noyes)</p> <p>Explanation – How to be a Warrior</p>
SPaG to be covered	<p>Y3</p> <p>T1: use noun phrases to add detail</p> <p>T2: use inverted commas for speech</p> <p>T3: use a range of adverbs and prepositions to express time, place and cause</p> <p>T4: use a mixture of simple and compound sentences</p> <p>T5: use apostrophes for contraction and possession</p> <p>T6: use commas in lists</p> <p>T7: write complex sentences by using a range of conjunctions</p> <p>Spelling</p> <p>Year 2 review of suffixes: -ed, -ing, -er, -est, Year 2 review of suffixes (-ness, -ment, -ful, -less).</p> <p>'i' sound spelt 'y'.</p> <p>'u' sound spelt 'ou'.</p> <p>'ai' sound spelt 'ei', 'eigh' or 'ey'.</p> <p>un- prefix.</p> <p>dis- prefix.</p> <p>mis- prefix.</p> <p>re- prefix.</p> <p>word families.</p>	<p>Y3</p> <p>T8: Use past tense, present tense, continuous accurately and begin to use perfect forms</p> <p>T9: Use paragraphs to group related ideas in fiction and non-fiction writing</p> <p>T10: use organisational features for fiction and non-fiction genres.</p> <p>T11: describe characters and settings by using expanded noun phrases, prepositional phrases, power of three, interesting and appropriate word choices, alliteration and similes.</p> <p>Spellings</p> <p>super- prefix.</p> <p>anti- and sub- prefixes.</p> <p>auto- prefix and review work on prefixes.</p> <p>-ly suffix (change the 'y' to an 'i').</p> <p>-ly suffix (-le changed to -ly).</p> <p>-ally suffix.</p> <p>-ation suffix.</p> <p>double consonants.</p> <p>split digraphs – long vowel sounds.</p>	<p>Recall, deepen understanding of taught concepts</p> <p>Spellings</p> <p>-ly suffix and spelling review.</p> <p>-in prefix</p> <p>il- and im- prefixes.</p> <p>-ir prefix</p> <p>Inter- prefix</p> <p>Homophones and near homophones</p> <p>Suffixes (Vowel letters)</p> <p>-sion and -tion endings</p> <p>Words from across the curriculum</p>

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Key authors to be studied	C. S. Lewis	Katherine Rundell	Peter Bunzl/Joan Aiken