

# English Curriculum Long term planning ~ SUMMER



#### WRITING Intent

Our aim at Teagues Bridge Primary is to encourage children to be independent writers and the have the opportunity to write for a range of audiences and purposes across different text types. Younger pupils are taught systematically the grapheme and phoneme correspondence alongside the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts.

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed to support the children of Teagues Bridge. Texts which are chosen are carefully linked to our theme drivers. E.g., 'Goodnight Mr Tom, links to the History strand 'How did World War II affect life on the home front?

We strive for pupils to write clear, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audience. They will select vocabulary and grammatical structures that reflect what the type of writing requires.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit, and improve their writing and have the skills needed for the future.

The Overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluent and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.

- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key learning: What will pupils get better at?

There are no specific genres in the National Curriculum so a useful way of thinking about what the children are getting better at is to think of the key areas of writing:

ENTERTAIN; INFORM; PERSUADE; AND DISCUSS

# EYFS/Year | (Base | and 2)

Main text    Main text   Tiddle   Submitted   Submitte				
Songs and Rhymes  I, 2, 3, 4, 5 once I caught a fish alive Included Include	cience and Iusic - All at is living			
Rhymes Incy wincy spider  5 little ducks  Five Little Monkeys Jumping On The Bed  The ants come marching two by two Old Macdonald had a farm The bear went over the mountain	by PAT HUTCHINS  SPER'S BEANSTALK  Niké haerewit á Vilké hágen			
5 little ducks Old Macdonald had a farm Five Little Monkeys Jumping On The Bed The bear went over the mountain				
Five Little Monkeys Jumping On The Bed  The bear went over the mountain				
J	Animal Fair			
When Goldilocks went to the house of the bears				
	To inform			
purpose To persuade To inform To inform To inform To inform To inform To inform	To entertain			

Written/	Character	Story sequencing	Describe a	Recount	Retelling the narrative	Recount	Retell a	Instructions
spoken	description — lost		character				narrative	
outcome	poster	Lists — writing a			Describe a setting	Captions		Story sequencing
	·	list of equipment	Rhyming string		-	·		
	Instructions for	they need to host a						
	building the three	party.						
	little pigs house							
Grammar	Spell words by	Spell words by	Spell words by	Form lower case	Spell words by	Spell words by	Spell words by	Spell words by
	identifying sounds	identifying sounds	identifying	and capital	identifying sounds in	identifying	identifying	identifying sounds in
	in them and	in them and	sounds in them	letters correctly.	them and representing	sounds in them	sounds in them	them and
	representing the	representing the	and representing	Spell words by	the sounds with a	and representing	and representing	representing the
	sounds with a letter	sounds with a letter	the sounds with a	identifying	letter or letters.	the sounds with	the sounds with	sounds with a letter
	or letters.	or letters.	letter or letters.	sounds in them	Write simple phrases	a letter or	a letter or	or letters.
	Write simple	Write simple	Write simple	and representing	and sentences that	letters.	letters.	Write simple phrases
	phrases and	phrases and	phrases and	the sounds with	can be read by others.	Write simple	Write simple	and sentences that
	sentences that can	sentences that can	sentences that	a letter or	Retell the story, once	phrases and	phrases and	can be read by
	be read by others.	be read by others.	can be read by	letters.	they have developed a	sentences that	sentences that	others.
	Retell the story,	Retell the story,	others.	Write simple	deep familiarity with	can be read by	can be read by	Form lower case and
	once they have	once they have	Form lower case	phrases and	the text, some as exact	others.	others.	capital letters
	developed a deep	developed a deep	and capital	sentences that	repetition and some in	Form lower case	Retell the story,	correctly.
	familiarity with	familiarity with	letters correctly.	can be read by	their own words	and capital	once they have	Read longer words
	the text, some as	the text, some as	Read longer	others.	Form lower case and	letters correctly.	developed a deep	made up of letter-
	exact repetition and	exact repetition and	words made up	Read longer	capital letters	Read longer	familiarity with	sound
	some in their own	some in their own	of letter-sound	words made up	correctly.	words made up	the text, some	correspondences
	words	words	correspondences	of letter-sound	Read longer words	of letter-sound	as exact	previously taught.
	Form lower case	Form lower case	previously taught.	correspondences	made up of letter-	correspondences	repetition and	Read books aloud
	and capital letters	and capital letters	Read books aloud	previously	sound correspondences	previously	some in their	(with simple sentences
	correctly.	correctly.	(with simple	taught.	previously taught.	taught.	own words	made up of words
	Read longer words	Read longer words	sentences made	Read books aloud	Read books aloud	Read books aloud	Form lower case	with known letter-
	made up of letter-	made up of letter-	up of words with	(with simple	(with simple sentences	(with simple	and capital	sound
	sound	sound	known letter-	sentences made	made up of words	sentences made	letters correctly.	correspondences and
			sound	up of words with	with known letter-	up of words		

correspondences correspondences correspondences known lettersound correspondences with known Read longer a few exception previously taught. previously taught. and a few and a few exception words made up words). sound letter-sound Read books aloud Read books aloud Write short sentences exception words). correspondences words) correspondences of letter-sound Write short and a few Write short sentences and a few correspondences (with simple (with simple with words with sentences with sentences made up sentences made up exception words). with words with exception words). previously known sound-letter words with known of words with of words with Write short known sound-letter Write short taught. correspondences using known letter- sound known letter- sound sound-letter correspondences using Read books a capital letter and sentences with sentences with correspondences and correspondences correspondences words with a capital letter and words with aloud (with full stop. Re-read own writing a few exception and a few using a capital full stop. simple sentences known soundknown sound-Re-read own writing words). exception words). letter and full letter made up of to check that it letter Write short Write short correspondences to check that it makes correspondences words with makes sense stop. sentences with sentences with Re-read own using a capital using a capital known lettersense. words with known words with known letter and full letter and full writing to check sound sound-letter sound-letter that it makes correspondences stop. stop. correspondences correspondences Re-read own Re-read own and a few sen.se. using a capital using a capital writing to check writing to check exception letter and full stop. letter and full that it makes that it makes words) Re-read own stop. Write short sense. sense. writing to check Re-read own sentences with that it makes sense. writing to check words with that it makes sense. known soundletter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sen.se.

### Year 1/2 (Base 3)



Writing purpose	To entertain	To inform To discuss	To entertain	To inform	To entertain	To inform	To entertain	To inform
Written/ spoken outcome	To write a setting description of the seaside/seashore/life in a rock pool.  To write a retelling of the lighthouse keepers' lunch, changing the characters.	To write a postcard describing the different paces Sunny visits on his travels.  To write a non-chronological report about life on the seashore and beyond.	Poetry — To write lines using a repeated pattern with rhyming couplets. To write pattern and rhymes poems. Use similes to write poems linked to the 'The Seaside'.	Non- chronological reports — To assemble information on a subject (Space/Moon landing/Neil Armstrong); Describe a subject or topic in organised sentences	To write own story with a linear structure; beginning, middle and end; use of adverbs of time to sequence events.	Create an information leaflet, poster about pollution.  Instruction writing — how to make a kite from a plastic bag (Somebody Swallowed Stanley)	Poetry — To write verses to create a poem using senses with rhyming couplets or similes	Explanation — To produce a flowchart, ensuring content is clearly sequenced.
Grammar	Discuss the main events of the story. Express opinions about events and characters. Begin to join sentences using coordinating conjunctions (and, but, so). Choose adjectives carefully to create noun phrases. Recognise an apostrophe can be used to show	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use? and! to punctuate question and exclamation sentences. Use basic sequencing of ideas or material using	Spell words with the suffixes -ed, -ing, - er, -est and understand no change is needed to the root word.  Have a strategy for spelling compound words using phonics knowledge.  Know how to break words into syllables, and then segment into individual sounds.	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use? and! to punctuate question and exclamation sentences. Use basic sequencing of	Discuss the main events in a story. Express opinions about events and characters. Leave appropriate spaces between words, checking these as they write. Write dictated sentences and their own simple sentences independently, using capital letters and full stops.	Write dictated sentences and their own simple sentences independently, using capital letters and full stops. Begin to join sentences together with 'and'. Consolidate the sense of a statement sentence. Understand question and	Leave appropriate spaces between words, checking these as they write. Choose verbs and adjectives for effect to make writing interesting to the reader.  Add -ly to adjectives to make them into adverbs.  Use known or shared texts to create writing that shows the	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use? and! to punctuate question and exclamation sentences. Use basic sequencing of

missing letters in	connecting words	ideas or	Begin to join	exclamation	characteristics of	ideas or
words.	and phrases.	material using	sentences together	sentences.	the chosen form.	material using
Add -ly to	Make sure layout is	connecting	with 'and'.			connecting
adjectives to make	clear to the reader.	words and	Understand and use			words and
them into adverbs.	Write list sentences	phrases.	the pronoun			phrases.
Use the simple past	that include	Make sure	(Capital) 'l'.			Make sure
and past	commas between	layout is clear	'			layout is clear
progressive tense	items.	to the reader.				to the reader.
within their		Write list				Write list
writing.		sentences that				sentences that
J		include commas				include
		between items.				commas
						between items.

# Year 2 (Base 4)

				Sum	mer Term			
Main text	Kaya's Heart Song	Counting on KATHERINE AND	Follow That Map, A First Book of Mapping Skills  The State of Report State of State	PLEASE MRS BUTLER	OUR TOWER PAGE SALES	PenGuin HUDDLe	MY HEAR A DOG TO THE ARCHITECTURE OF THE ARCHI	Starts With a Seed  Middle of the seed of
Secondary text / other resources	A HOUSE THAT ONCE WAS							PLANTS NEED OF TO SURVIVE?

Writing purpose	To entertain	To Inform To Discuss	To entertain To discuss	To entertain	To entertain	To Inform To Discuss	To entertain	To inform To discuss
Written/ spoken outcome	Write an extended story using characterisation to build tension.	Non- Chronological report about Katherine Johnson~ Write a report by organising ideas into themes using key ideas and information to structure the text.	Write a letter/diary entry using I <sup>st</sup> person recount maintaining consistency in tense and person	Create a pattern or shape on the page; experiment with alliteration to create humorous and surprising combinations. Write tongues twisters or calligrams using patterns and shapes on the page with adventurous vocabulary choices	Write an extended narrative with a logical sequence of events and consistent use of the third person and past tense.	Non-Chronological report about penguins- Write a report by organising ideas into themes using key ideas and information to structure the text.	Write a haiku using structure and syllables to describe an object or place; use rhyming words to end lines I and 3.	Write an explanation text using subordinating conjunctions and sequenced correctly.
Grammar	Demonstrate the use of more adventurous and precise word	Use the simple past and past progressive tense	Accurately use full stops, question marks, exclamation marks	ldentify how words and phrases have been used to	Use the simple past and past progressive tense within their writing.	Use the simple past and past progressive tense within their writing.	ldentify how words and phrases have been used to create effects within texts	Use the simple past and past progressive

choices (e.g. adjectives and verbs) to add detail ( walked/ran/strolle d/hopped/slid/ Jogged) Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly). Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses.

within their writing. Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly) Use basic sequencing of ideas or material using connecting words and phrases Make sure the layout is clear to the reader. Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses. Accurately use full stops, question marks, exclamation marks and commas in a list.

and commas in a list.
Use an apostrophe to show singular possession.
Use basic sequencing of ideas or material using connecting words and phrases.
Use the simple past and past progressive tense within their writing.

create effects within texts or extracts e.g. to create clear images or atmosphere for the reader. Demonstrate the use of more adventurous and precise word choices (e.g. ad jectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged).

Understand and use adverbs to describe 'how' (ly endings), slowly, quickly, softly).

Make sure the layout is clear to the reader.

Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged). Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly) Use basic sequencing of ideas or material using connecting words and phrases. Make sure the layout is clear to the reader. Accurately use full stops, question marks, exclamation marks and

commas in a list.

Use an apostrophe to

show singular possession

Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly). Use basic sequencing of ideas or material using connecting words and phrases. Make sure the layout is clear to the reader. Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses. Accurately use full stops, question marks, exclamation marks and commas in a list.

or extracts e.g. to create clear images or atmosphere for the reader. Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged). Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).

Make sure the

layout is clear to

the reader.

their writing. Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly). Use basic sequencing of ideas or material using connecting words and phrases. Make sure the layout is clear to the reader. Use coordinating and subordinating con junctions (e.g. because, although, as, that, when. if, until) to connect words, phrases and clauses.

tense within

				Accurately use
				full stops,
				question
				marks,
				exclamation
				marks and
				commas in a
				list.

### Year 3 (Base 5)

# Summer Term ESCAPE FROM POMPEII Main text Horrible Geography ROMAN MYTHS Michael Rosen Secondary Surviving the LARTHQUAKE text / other resources Beasts

Writing purpose	To inform To entertain	To entertain	To inform	To entertain	To discuss To inform	To entertain
Written/ spoken outcome	To write a letter for a specific purpose and audience organised into paragraphs.  To write a diary recount from the viewpoint of Liva/Tranio	To write a character description within a narrative.	To write a non- chronological report about earthquakes/volcanoes using conjunctions to express time, place and cause.	Poetry — language play Use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own poem.	To write a mythical story with a clear introduction with well- supported arguments.	To write an explanation text using causal conjunctions and a clear general statement.
Grammar	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Understand and use the contracted form e.g. I've, He's, They've.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.  Understand and use verb forms to vary sentences.  Use the present perfect form in writing.  Understand and use the contracted form e.g. I've, He's, They've.  Understand the past perfect form of verb and recognise its effect e.g. He/She had He'd / She'd.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Use a range of adverbs in writing. Organise ideas into paragraphs and reorder these if necessary to support cohesion.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Use a range of adverbs in writing.	Understand the past perfect form of verb and recognise its effect e.g. He/She had He'd / She'd.  Use a range of adverbs in writing.  Organise ideas into paragraphs and reorder these if necessary to support cohesion.  Use a developing range of adjectives, adverbs, verbs and nouns in	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Use a range of adverbs in writing. Organise ideas into paragraphs and reorder these if necessary to support cohesion.

Understand the past	Use a range of adverbs in	Independently create	writing to engage the	Independently create
perfect form of verb	writing.	preposition phrases to	reader.	preposition phrases to extend
and recognise its	Organise ideas into	extend sentences (In the	Understand and	sentences (In the evening, I
effect e.g. He/She	paragraphs and reorder these	evening, I ran down the	accurately use the	ran down the road, with a
hadHe'd / She'd.	if necessary to support	road, with a hat on my	possessive apostrophe in	hat on my head).
Use a range of	cohesion.	head).	writing.	Show time, place and cause
adverbs in writing.	Independently create	Show time, place and		using conjunctions (e.g. if,
Organise ideas into	preposition phrases to extend	cause using conjunctions		when, because, although,
paragraphs and	sentences (In the evening, I	(e.g. if, when, because,		since).
reorder these if	ran down the road, with a	although, since).		Recognise the difference
necessary to support	hat on my head).	Recognise the difference		between its and it's.
cohesion.	Show time, place and cause	between its and it's.		
Independently create	using conjunctions (e.g. if,			
preposition phrases to	when, because, although,			
extend sentences (In	since).			
the evening, I ran				
down the road, with a				
hat on my head).				
Show time, place and				
cause using				
conjunctions (e.g. if,				
when, because,				
although, since).				

# Year 3/4 (Base 6)

Main text	The Orchard Book of ROMAN MYTHS  Geralities McConghron  Burnar Children Clark  Lunar Children Clark	RAINFORESTS	PRINCESS who Hid in a Tree	C KASIA'S SURPRISE W	Instruction writing Make a volcano https://www.youtube. com/watch?v=x8 3M7GGCA	WORLD FULL OF POEMS NOVEMENT OF THE THE CHARLES AND THE THE CHARLES AND THE CH
Secondary text / other resources	Myths and Legends	NATIONAL GEOGRAPHIC KIDS	Literacy Shed			
Writing purpose	To entertain	To inform To discuss	To entertain	To inform To persuade	To inform	To entertain
Written/spoken outcome	Stories with historical settings — To write a mythical story complete narrative	To write an explanation text using conjunctions to express time, place and cause.	To write a diary to recount.	To write a persuasive letter that organises information and elaborates on viewpoints	To write a set of instructions on how to make a volcano using various imperative verbs and adverbs.	To use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own poem.

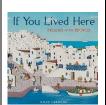
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	organised into a clear	To write a discussion with		with accurate use of		
	sequence of events.	a clear introduction with		present tense.		
		well-supported arguments.				
Grammar	Use adjectives and	Use a developing range of	Begin to 'show' the	Use adjectives and	Use a developing range	Use a developing range of
	adverbs to add detail,	adjectives, adverbs, verbs	reader elements of the	adverbs to add detail,	of adjectives, adverbs,	adjectives, adverbs, verbs and
	choosing the most	and nouns in writing to	character and setting	choosing the most	imperative verbs and	nouns in writing to engage the
	appropriate to support	engage the reader.	(by letting them	appropriate to support	nouns in writing to	reader.
	cohesion.	Understand and use verb	infer), rather than	cohesion.	engage the reader.	ldentify the effect that the
	Use fronted adverbials	forms to vary sentences.	'telling' them (by over-	Use fronted adverbials		writer's choice of vocabulary
	separated with a	Use the present perfect	describing).	separated with a	Write in chronological	has on the reader.
	comma to show time	form in writing.	Use fronted adverbials	comma to show time	order including adverbs	Use descriptive language to
	and place.	Understand and use the	separated with a	and place.	of time.	establish a specific setting.
	Create dialogue for	contracted form e.g. I've,	comma to show time	Consider the way	-	Use adjectives and adverbs to
	characters and	He's, They've.	and place.	paragraphs open.	Include technical	create variety and interest
	punctuate this with	Understand the past	Consider the way	Use different ways of	vocabulary.	for the reader.
	inverted commas or	perfect form of verb and	paragraphs open.	starting paragraphs.		Demarcate sentences
	speech marks, and	recognise its effect e.g.	Use different ways of	Vary the length of		accurately and correct any
	commas to separate	He/She hadHe'd /	starting paragraphs.	sentences within a		errors through proofreading.
	the clauses.	She'd.	Vary the length of	paragraph.		
	Consider the way	Use a range of adverbs in	sentences within a	Use a developing range		
	paragraphs open.	writing.	paragraph.	of adjectives, adverbs,		
	Use different ways of	Organise ideas into	1 3 1	verbs and nouns in		
	starting paragraphs.	paragraphs and reorder		writing to engage the		
	Vary the length of	these if necessary to		reader.		
	sentences within a	support cohesion.		Understand and use		
	paragraph.	Independently create		verb forms to vary		
	1 3 1	preposition phrases to		sentences.		
		extend sentences (In the		Use the present perfect		
		evening, I ran down the		form in writing.		
		road, with a hat on my		Understand and use		
		head).		the contracted form		
				e.g. I've, He's, They've.		

Show time, place and	Understand the past	
cause using conjunctions	perfect form of verb	
(e.g. if, when, because,	Show time, place and	
although, since).	cause using	
Recognise the difference	conjunctions (e.g. if,	
between its and it's.	when, because,	
Consider the way	although, since).	
paragraphs open.		
Use different ways of		
starting paragraphs.		
Vary the length of		
sentences within a		
paragraph.		

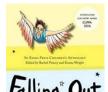
### Year 4/5 (Base 7)

Main text



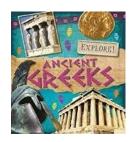














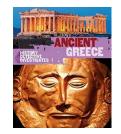


Secondary text
/ other
resources









Writing purpose	To entertain	To persuade To discuss	To entertain	To entertain	To inform To discuss	To entertain	To inform To persuade
Written/spoken outcome	Dilemma stories — To write their own stories independently organised into paragraphs.	To write a persuasive text using formal language and a range of conjunctions.  To write a discussion organised into paragraphs	Poetry — language play To write own poem using a range of poetic devices to grab a reader's attention.	To write a myth using descriptive language to describe a setting and characters.	To write a non- chronological report using descriptive verbs and phrases to give factual detail.  To publish a newspaper or magazine article using the appropriate language and presentational features.	Adventure Stories – To write an organised narrative with paragraphs or chapters are used to collect, order and build-up ideas.	To write a persuasive text using informal language and a range of conjunctions.
		using logical cause and effect conjunctions.					
Grammar	In narrative writing, develop character in more detail.  Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing.  Use correctly punctuated direct speech e.g. new speaker new line, comma between	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use adverbs and conjunctions to build links between	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Edit and improve word choices, considering the audience and purpose.  Use specific vocabulary (including	In narrative writing, develop character in more detail.  Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing.  Use correctly punctuated direct speech e.g. new speaker new line, comma between clauses, inverted commas.	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing.  Use adverbs and conjunctions to build links between sentences within paragraphs.  Use a comma after a fronted adverbial.  Use modal verbs to show certainty or possibility.	In narrative writing, develop character in more detail. Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use correctly punctuated direct speech e.g. new speaker new line,	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing.  Use adverbs and conjunctions to build links between sentences within paragraphs.  Use a comma after a fronted adverbial.  Use modal verbs to show certainty or possibility.

sentences within figurative Use adverbs and Organise ideas into clear comma between Organise ideas into clear clauses, inverted language) to conjunctions to build links sections/paragraphs with sections/paragraphs with paragraphs. clauses, inverted commas. Use adverbs and Use a comma describe the setting between sentences within an appropriate opening an appropriate opening commas. after a fronted and closing. Use adverbs and and closing. and mood. conjunctions to build paragraphs. links between sentences adverbial. Use a comma after a Understand and begin to conjunctions to Understand and begin to Use modal verbs fronted adverbial. build links between use relative clauses in within paragraphs. use relative clauses in to show Use a comma after Demarcate all speech writing. sentences within writing. a fronted adverbial. certainty or accurately. Use information or paragraphs. Use information or Demarcate all speech Use specific vocabulary knowledge gathered on a possibility. knowledge gathered on a Use a comma Organise ideas (including figurative specific topic to shape a after a fronted specific topic to shape a accurately. Use specific language) to describe the piece of non-fiction. piece of non-fiction. into clear adverbial. vocabulary (including sections/paragr setting, mood and Make lists of subject or Use specific Make lists of subject or figurative language) characters in narrative aphs with an topic vocabulary. vocabulary topic vocabulary. to describe the setting, (including appropriate writing. Use adverbials of place. mood and characters opening and figurative closing e.g. nearby, close, far language) to in narrative writing. Use adverbials of away, in the distance. describe the setting, Understand and place. e.g. nearby, begin to use Understand and begin to mood and close, far away, in relative clauses use relative clauses in characters in the distance. in writing. narrative writing. writing. Use information Write realistic dialogue in Use adverbials of Understand and begin to use relative or knowledge keeping with the character place. e.g. nearby, gathered on a being portrayed through close, far away, in clauses in writing. the choice of vocabulary Write realistic specific topic to the distance dialogue in keeping shape a piece of Understand and with the character non-fiction. begin to use relative Make lists of being portrayed clauses in writing. through the choice of subject or topic Write realistic vocabulary vocabulary. dialogue in keeping with the character being portrayed

	through the choice	
	of vocabulary	
	Demarcate Demarcate	
	allspeech	
	accurately.	

# Year 5/6 (Base 8)

				Summer To	erm		
Main text	MICHAEL MORPURGO  The Giant's Necklace  Research by Thirty Mrs Strudy  (80 pages)	Visit South America (Geography)	Literacy Shed https://www.literac yshed.com/charlesdi ckens.html  Biographies	Seeker of Knowledge The Man Who Completed Engineer Resulting	PANSIST TURNER OF THE PARTIES OF THE	THE Exploring our blue planet	EARTH VERSE Explore our Planet through Peetry and Art  SALLY M. WALKER Sherberte by WILLIAM ORTH  Water of Art and Housen Nad
Secondary text / other resources		https://kids.kiddl e.co/South_Ameri ca		There  Step back into Egype's Valley of the Kings  TUTANKHAMUN'S TOMB	EGYPTIANS		
Writing purpose	To entertain	To inform To persuade	To inform	To entertain To inform	To inform To discuss	To entertain	To entertain

Written/spoken	Narrative —dramatic	To write a	To write a well-	To write a diary using	To write a balanced	To write a narrative	To write a structured
outcome	conventions	persuasive text	structured	an appropriate tone	argument with semantic	with secure use of	poem with metaphors,
	To write a well-	with repetition of	biography using	for the reader using	cohesion across paragraphs.	linking across	personification and
	structured narrative	words to build	formal	personal accounts and		paragraphs.	onomatopoeia.
	using cohesion between	cohesion across	language.	a closing statement.	To write a structured report	1	1
	paragraphs.	paragraphs.			with different ways to		To write a poem that
	L 2 L	L		To write a narrative	conclude the text.		uses a range of
		To write a		with cohesion across			figurative language
		persuasive		paragraphs using			for effect.
		lea flet/booklet		adverbials of time.			3 33
		article with		J			
		appropriate					
		formal and					
		informal types of					
		writing.					
Grammar	Begin to 'show' the	Evaluate their	Evaluate their	Begin to 'show' the	Evaluate their own writing	Begin to 'show' the	Begin to 'show' the
	reader elements of	own writing	own writing	reader elements of the	against the purpose and	reader elements of	reader elements of the
	the character and	against the	against the	character and setting	audience and make relevant	the character and	character and setting
	setting (by letting	purpose and	purpose and	(by letting them	edits to improve the overall	setting (by letting	(by letting them
	them infer), rather	audience and	audience and	infer), rather than	quality if vocabulary choice	them infer), rather	infer), rather than
	than 'telling' them (by	make relevant	make relevant	'telling' them (by over-	Use adverbials of manner to	than 'telling' them	'telling' them (by over-
	over-describing).	edits to improve	edits to improve	describing).	show how. Use a range of	(by over-describing).	describing).
	Evaluate their own	the overall quality	the overall	Evaluate their own	sentences using phrases and	Evaluate their own	Evaluate their own
	writing against the	if vocabulary	quality if	writing against the	different clause structures.	writing against the	writing against the
	purpose and audience	choice	vocabulary	purpose and audience	Use modal verbs or adverbs	purpose and audience	purpose and audience
	and make relevant	Use adverbials of	choice	and make relevant	to indicate degrees of	and make relevant	and make relevant
	edits to improve the	manner to show	Use adverbials	edits to improve the	possibility (e.g. There	edits to improve the	edits to improve the
	overall quality if	how. Use a range	of manner to	overall quality if	might/will be	overall quality if	overall quality if
	vocabulary choice	of sentences using	show how. Use a	vocabulary choice	Sometimes	vocabulary choice	vocabulary choice
	Use adverbials of	phrases and	range of	Use adverbials of	Occasionally)	Use adverbials of	Use adverbials of
	manner to show how.	different clause	sentences using	manner to show how.	Use a semi colon in place of	manner to show how.	manner to show how.
	Use a range of	structures.	phrases and	Use a range of	a coordinating conjunction.	Use a range of	

sentences using Use modal verbs phrases and different or adverbs to indicate degrees clause structures. of possibility (e.g. Use a semi colon in place of a There might/will be... Sometimes... coordinating con junction. Occasionally...) Independently include Use a semi colon in place of a a relative clause within a written piece. coordinating Use dialogue to conjunction. advance the action Independently include a relative using grammatical structures and clause within a vocabulary that links written piece. with the character. Independently organise their own non-fiction writing considering the technical or subject specific

vocabulary that

might be used, as

well as

appropriately

chosen sentence

structures

different clause structures. Use modal verbs or adverbs to indicate degrees of possibility (e.g. There might/will be.. Sometimes... Occasionally...) Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Independently organise their own non-fiction writing considering the technical or subject specific vocabulary that might be used, as well as appropriately chosen sentence structures.

sentences using phrases
and different clause
structures.

Use a semi colon in
place of a
coordinating
conjunction.

Independently include a
relative clause within a
written piece.
Use dialogue to
advance the action
using grammatical
structures and

vocabulary that links

with the character.

Independently include a relative clause within a written piece.
Independently organise their own non-fiction writing considering the technical or subject specific vocabulary that might be used, as well as appropriately chosen sentence structures.

sentences using phrases and different clause structures. Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Use dialogue to advance the action using grammatical structures and vocabulary that links

with the character.

# Year 6 (Base 9)

Main text



Biographies Autobiographies

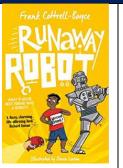


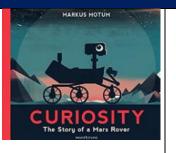
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Literacy Shed Titanium







			at-is-climate- change/				
Secondary text / other resources	CHOCOLATE				Portal Stories	ROBOTICS	
Writing purpose	To entertain	To inform	To inform To persuade	To entertain	To entertain	To entertain	To entertain
Written/spoken outcome	Myths and legends — To write an extended narrative using characterisation and setting.	To compare an autobiography and a biography.  To write an autobiography using Ist person pronouns.	To write a clear explanation text about climate change using a range of forms and ways to draw conclusions  Persuasion — To	To write a narrative with time slips used effectively.	To write a portal story using ambitious vocabulary.	To write a science-fiction text with descriptive language and language play.	To write descriptive poems using descriptive language and a range of figurative language.  To write poems using a range of poetic forms and a range of figurative language.
			summarise and organise material, and				

			support ideas and arguments with any necessary				
			factual detail				
Grammar	Use varied	 Use varied	Use varied	Use varied vocabulary	Use varied	Use varied vocabulary to	Comment on the overall
Grammar	vocabulary to create	vocabulary to	vocabulary to	to create effects	vocabulary to	create effects appropriate	effect of a poem or
	effects appropriate to	create effects	create effects	appropriate to the	create effects	to the form and purpose of	narrative on the reader
	the form and	appropriate to the	appropriate to	form and purpose of	appropriate to the	the writing.	with reference to the
	purpose of the	form and purpose	the form and	the writing.	form and purpose	Maintain the style (e.g.	language, theme and style.
	writing.	of the writing.	purpose of the	Maintain the style (e.g.	of the writing.	impersonal, formal)	Use evidence from the text
	Maintain the style	Maintain the style	writing.	impersonal, formal)	Maintain the style	throughout the piece of	to discuss the impact of a
	(e.g. impersonal,	(e.g. impersonal,	Maintain the	throughout the piece	(e.g. impersonal,	writing.	poem or narrative.
	formal) throughout	formal)	style (e.g.	of writing.	formal) throughout	Use the full range of	Use varied vocabulary to
	the piece of writing.	throughout the	impersonal,	Use the full range of	the piece of	punctuation to add to the	create effects appropriate
	Use the full range of	piece of writing.	formal)	punctuation to add to	writing.	overall effect of the	to the form and purpose
	punctuation to add to	Create pieces with	throughout the	the overall effect of	Use the full range	writing.	of the writing.
	the overall effect of	different levels of	piece of writing.	the writing.	of punctuation to	Use dashes, hyphens and	Maintain the style (e.g.
	the writing.	formality within	Create pieces	Use dashes, hyphens	add to the overall	other punctuation relevant	impersonal, formal)
	Use dashes, hyphens and other	them — through inserted texts or	with different	and other punctuation relevant to the	effect of the	to the formality of the	throughout the piece of
	ana oiner punctuation relevant	inseriea iexis or variation in	levels of formality	formality of the	writing. Use dashes, hyphens	writing.	writing.
	to the formality of	phrasing.	within them —	writing.	and other		
	the writing.	Use the full range	through inserted	wir turig.	punctuation		
	0.00 m. 00.0g.	of punctuation to	texts or		relevant to the		
		add to the overall	variation in		formality of the		
		effect of the	phrasing.		writing.		
		writing.	Use the full		Ü		
			range of				
		Understand the use	punctuation to				
		of the colon in a	add to the				

	<del>,</del>	
multiclause multiclause	overall effect	
sentence where the	of the writing.	
second clause		
expands the ideas	Understand the	
in the first (more	use of the colon	
general / more	in a multiclause	
specific).	sentence where	
Use dashes,	the second	
hyphens and other	clause expands	
punctuation	the ideas in the	
relevant to the	first (more	
formality of the	general / more	
writing.	specific).	
Use the passive	The shop was	
voice within writing	deserted: silent	
for effect for	and menacing.	
example by	Africa is	
withholding the 'by'	facing a	
phase or clause.	terri fying	
e.g. The window	problem:	
was broken by the	constant	
boy.	drought.	
	Use dashes,	
	hyphens and	
	other	
	punctuation	
	relevant to the	
	formality of	
	the writing.	
	Use the passive	
	voice within	
	writing for	

	effect for
	example by
	withholding the
	'by' phase or
	clause.
	e.g. The window
	was broken by
	the boy.