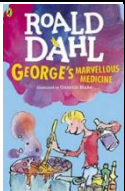
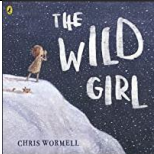
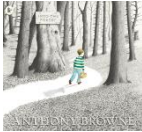



Updated August 2024 (changed KS2 Shakespeare Unit to Spring One & Updated Science Units to Second Edition Snap Science)  
KS2 Literacy Framework (Updated August 2024)

\*See Reading Executive Summary for KS2 Reading Objectives




Year Three

<u>Autumn One</u>			
<u>Science Topic: Rocks, Soils and Fossils</u>		<u>History: The Stone Age/Iron Age</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
<p><a href="#">George's Marvellous Medicine</a>, <a href="#">Roald Dahl</a></p>  <p>Or Stone Age Boy if preferred</p>	<p><b>Character Description</b>  <b>Instructions:</b>                      Recipe for their own marvellous medicine</p> <p><b>Letter Writing</b>                      Letter from Grandma apologising for how she treated George.</p>	<p>Nouns and Adjectives                      Commas in a List                      Imperative verbs                      Commands                      Verbs and Subject Verb Agreement  <b>Possible Y3/4 Statutory Spellings:</b>                      actual, centre, continue, eight, favourite, medicine, minute, notice, pressure, quarter, remember, separate, weight</p> <p>appear, breath, build, busy, height, interest, ordinary, woman                      Tense agreement                      Co-ordinating conjunctions</p>	<p><b>Revisit</b>                      Common exception words from Year 2  <b>Prefixes and suffixes</b>                      Revise prefix 'un'.                      New prefixes: 'pre-', 'dis-', 'mis-', 're-'.                      Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'  <b>Rare GPCs</b>                      The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'                      The /ɪ/ sound spelt 'y'                      Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)  <b>Homophones</b>                      brake/break, grate/great, eight/ate, weight/wait, son/sun  <b>Apostrophe</b>                      Revise contractions from Year 2  <b>Proofreading</b>                      Focus: checking after writing the spelling of KS1 common exception or tricky words.                      Strategies at the point of writing                      Reinroduce Have a go sheets and strategies from Year 2.  <b>Learning and Practising spellings</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>
<p><b>The Wild Girl</b> by Chris Wormell</p> 	<p>Poetry about the girl and the bear</p> <p>Narrative writing based on the story.</p> <p>Poetry</p>	<p>Expanded noun phrases in narrative                      Adjectives                      Range of punctuation: capital letters, full-stops, inverted commas                      Repetitive structure  <b>Possible Y3/4 Statutory Spellings:</b>                      breath, believe, caught, century, continue, disappear, difficult, early, guide, history, imagine, important, material, ordinary, particular, recent, strange, separate, special, surprise, thought, through</p>	<p>Focus: checking after writing the spelling of KS1 common exception or tricky words.                      Strategies at the point of writing                      Reinroduce Have a go sheets and strategies from Year 2.  <b>Learning and Practising spellings</b>  <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>
<p><b>Grammatical Terminology for Year 3:</b>                      adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>			


Autumn Two			
Science Topic: Light and Shadows		Geog: Climate Zones	
Text	Writing Focus	Spelling, Grammar and Punctuation	NNS (Autumn Term)
<u>Links</u>			
<p><a href="#">Into the Forest</a> by Anthony Browne</p> 	<p><b>Recount</b> Diary Entry about the boy's adventures in the forest.</p>	<p>Using adjectives for impact Expanded noun phrases Questions Tense agreement</p>	<p><b>Revisit</b> Common exception words from Year 2 <b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' <b>Rare GPCs</b> The /ex/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) <b>Homophones</b> brake/break, grate/great, eight/ate, weight/wait, son/sun <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. <b>Learning and Practising spellings</b> <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p><b>Possible Y3/4 Statutory Spellings:</b> accidentally, actually, answer, appear, arrive, believe, breath, breathe, business, caught, centre, century, certain, complete, consider, decide, different, difficult, disappear, early, enough, experience, favourite, forward, guard, heart, imagine, interest, knowledge, mention, minute, particular, peculiar, perhaps, possession, pressure, probably, remember, strange, therefore, woman, women</p>
	<p>Setting Description Possible 'slow-writing' opportunity</p>	<p>Using adjectives for impact Expanded noun phrases</p>	
 <p><b>Christmas text (1 – 2 weeks)</b></p>	<p>Poetry using descriptive language</p>	<p>Prepositions Commas in a list Superlatives</p>	

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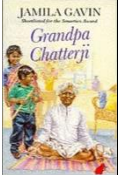
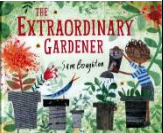
Year Three

<u>Spring One</u>			
<u>Science Topic: Forces, Friction and Magnets</u>		<u>History: The Railway Revolution</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
Shakespeare Focus Shakespeare Focus A Midsummer Night's Dream (24/25) 	TV news report Newspaper report Letter from perspective of a character	Inverted Commas Apostrophes Tense Agreement Revising word classes Subordinating conjunctions	<b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) <b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' <b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) <b>Homophones</b> here/hear, knot/not, meat/meet <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> Revise proofreading routines <b>Possible Y3/4 Statutory Spellings:</b> Natural, material, occasionally, often, pressure, purpose, quarter, separate, straight, therefore, various, strength
<u>Spring Two</u>			
<u>Science Topic: Movement and Nutrition for the Human Body</u>		<u>Geog: North America</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
King of the Sky by Nicola Davies 	<b>Story Time</b> Compare similarities and differences with 'The Promise' which is also written by Nicola Davies. Reciprocal Reading.	Reciprocal Reading language: Predict, Question, Clarify, Summarise	<b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) <b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' <b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) <b>Homophones</b> here/hear, knot/not, meat/meet
The Promise, by Nicola Davies 	<b>Narrative Writing based on 'The Promise'</b> <b>Interlink The Promise and Mega City (Literacy Shed)</b> Compare and contrast the texts	Prepositions Subordinating conjunctions	

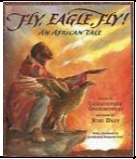
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<p><b>Visual Text:</b>  <a href="#">Mega City:</a>  <a href="#">Literacy Shed</a></p>		<p>Description writing of settings – the city before and after</p>	<p>Determiners          Adjectives          Adverbs          Synonyms/antonyms          Prepositions</p>	<p><b>Apostrophe</b>          Revise contractions from Year 2  <b>Proofreading</b>          Revise proofreading routines  <b>Possible Y3/4 Statutory Spellings:</b>          Centre, build, describe, extreme, island, imagine, ordinary, thought, through, opposite, position, circle, various, fruit, favourite, appear, experience, special, possible, suppose, although, therefore.</p>
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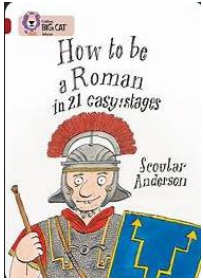
Year Three

Summer One			
Science Topic: Flowering Plants and Plant Growth		History: Anglo-Saxons, Picts and Scots	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
<p><b>Grandpa Chatterjee</b> by Jamila Gavin</p> 	<p>Character description of Grandpa Leicester</p> <p>Narrative: writing about Grandpa riding in a rocket, from the perspective of Grandpa Chatterjee</p>	<p>Commas after fronted adverbials          Verbs          Adjectives          Tense agreement</p> <p>Coordinating conjunctions          Paragraphs          Adverbs          Inverted commas</p>	<p><b>Revisit</b>          Strategies for spelling at the point of writing          Vowel digraphs from Years 1 and 2  <b>Prefixes and suffixes</b>          Suffix '-ly' with root words ending in 'le' and 'ic'          Previously taught suffixes  <b>Rare GPCs</b>          The /i/ sound spelt 'y' other than at the end of words (gym, myth)          The /ʌ/ sound spelt 'ou' (young, touch)</p>
<p><b>Grandpa Chatterjee</b></p>	<p>Recount: Diary Entry from the Perspective of Grandpa Chatterjee</p>	<p>Apostrophes – contractions          Tenses</p>	<p><b>Homophones</b>          heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p>
<p><a href="#">The Extraordinary Gardener</a>          Sam Boughton          (links to Science)</p> 	<p>Explanation text: how to help plants grow.</p> <p>Reciprocal Reading session – linking this text to the Science topic about growing.</p>	<p>Synonyms/antonyms          Prepositions          Paragraphs</p>	<p><b>Apostrophe</b>          Revise contractions from Year 2  <b>Proofreading</b>          Proofread own writing for misspellings of personal spelling list words.</p> <p><b>Possible Y3/4 Statutory Spellings:</b>          Continue, different, enough, exercise, fruit, height, increase, important, learn, material, natural, often, surprise, heard, position, length, regular</p>


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<u>Summer Two</u>			
<u>Science Topic: Flowering Plants and Life Cycle</u>		<u>Geog topic: Rio and South-East Brazil</u>	
<u>Text/ Theme</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Summer Term)</u>
<p><b>Fly Eagle Fly,</b> Retold by Christopher Gregorowski</p> 	<p><b>Description</b> Describing the setting in Fly Eagle Fly (could compare to Rio and South-East Brazil)</p>	<p>Coordinating conjunctions Exclamation marks Punctuation variety</p>	<p><b>Revisit</b> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 <b>Prefixes and suffixes</b> Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes <b>Rare GPCs</b> The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch)</p>
<p><b>Fly Eagle Fly</b></p>	<p><b>Poetry</b> Writing a poem, using powerful, figurative language to describe the eagle</p>	<p>Commas in lists Adverbs Determiners Expanded noun phrases</p>	<p><b>Homophones</b> heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> Proofread own writing for misspellings of personal spelling list words.</p>
<p><b>Fly Eagle Fly</b></p>	<p><b>Statement</b> Writing their own vision statement about what they want to be/ do in their lives.</p>	<p>Subordination conjunctions Exclamation marks Tenses</p>	<p><b>Possible Y3/4 Statutory Spellings:</b> Believe, appear, caught, early, interest, heart, possession, strange, although, learn, probably, popular, various, question</p>

**Autumn One**



Science Topic: Changes of State		History: Roman Invaders and Settlers ( from Sept 2023)	
Text	Writing Focus	Spelling, Grammar and Punctuation <u>Links</u>	NNS (Autumn Term)
 <p><b>Visual Text: La Luna by Enrico Casarosa</b></p>	<p><b>Introduction to story:</b></p> <p>Fab 4 reciprocal reading; story mapping; character analysis</p> <p>Writing a <b>setting description</b> using long, medium, short sentences, thinking about PAT.</p>	<p>Vocabulary focus: using a Thesaurus</p> <p>Word class</p>	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs</p> <p>Revise:</p> <ul style="list-style-type: none"> <li>The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>The /j/ sound spelt 'ch'</li> <li>The /ʌ/ sound spelt 'ou'</li> </ul> <p>(all from Year 3)</p> <p>Word endings:</p> <p>Words ending /ure/ (treasure, measure)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul>
	<p>Writing the <b>opening narrative</b> of La Luna:</p> <p>Planning, Writing, Editing</p>	<p>Subordinate clauses</p> <p>Adverbials of time/place</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Apostrophes</p>	
	<p><b>Alternative Book Cover</b></p> <p>Writing a blurb</p>	<p>Editing with SPAG focus</p>	
<p>How to Be a Roman</p> 	<p>Menus</p> <p>Instructions</p>	<p>Apply features of instructional writing, e.g. bullet points, imperative verbs, sub headings.</p>	<p><b>Homophones</b></p> <p>peace/piece, main/mane, fair/fare</p> <p>Apostrophe</p> <p>Possessive apostrophe with singular proper nouns (Cyprus's population)</p> <p><b>Possible Y3/4 Statutory Spellings:</b></p> <p>Centre, complete, continue, different, difficult, enough, favourite, heart, height, important, material, pressure, separate, straight, strength, therefore, appear, caught,</p>

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<p>Who was Boudicca?</p> <p>Visual clips and non-fiction books</p> <p>Boudica (Collins Big Cat)</p> 	<p>Writing a historical narrative (extended piece)</p>	<p>Paragraphs</p> <p>Time adverbials</p> <p>To use commas after fronted adverbials</p> <p>Apply features of a historical narrative</p>	<p>disappear, occasionally, particular, peculiar, perhaps, surprise, build, believe, guide, reign, special</p>
<p><b>Grammatical Terminology for Year 4:</b> determiner, noun phrase/expanded noun phrase, adverbial, fronted adverbial, subordinate clauses, inverted commas</p>			

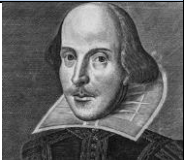
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**Autumn Two**

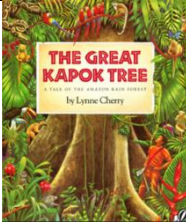
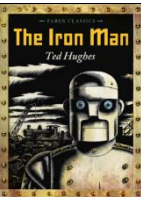
<b>Science Topic: Electricity: Circuits</b>		<b>Geog: Rivers (Read 'A River' in Geog. Sessions/Story time) (2022-2023 Rio and SE Brazil)</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Autumn Term)</b>
<p>Alice in Wonderland text linked to Science (link back to previous Science on changing materials)</p> 	<p>Formal Letter writing</p> <p>Instructions – potion recipe</p>	<p>Imperative verbs Apostrophe with plurals Adverbial phrases Identify features of instructional writing</p>	<p>Revisit Strategies at the point of writing: Have a go Rare GPCs Revise:</p> <ul style="list-style-type: none"> <li>The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>The /ʃ/ sound spelt 'ch'</li> <li>The /ʌ/ sound spelt 'ou'</li> </ul> <p>(all from Year 3) Word endings: Words ending /ure/ (treasure, measure) Prefixes and Suffixes</p> <ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul>
 <p>Christmas Text: Leah's Star</p> <p>'The Door' by Miroslav Holub</p>	<p>Poetry using descriptive language</p> <p>Write a poem based on 'Leah's Star' and the structure of 'The Door'</p> <p>Summarise and story map Leah's Star. Retell the story.</p>	<p>Prepositions Adjectives</p> <p>Prepositions Different sentence structures Adverbs, Fronted adverbials, adjectives</p>	<p>Homophones peace/piece, main/mane, fair/fare Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population) <b>Possible Y3/4 Statutory Spellings:</b> accidentally, actually, answer, appear, arrive, believe, breath, breathe, business, caught, centre, century, certain, complete, consider, decide, different, difficult, disappear, early, enough, experience, favourite, forward, guard, heart, imagine, interest, knowledge, mention, minute, particular, peculiar, perhaps, possession, pressure, probably, remember, strange, therefore, woman, women</p>



Spring One

<b>Science Topic: Human Impact on the Environment</b>		<b>History: Windrush (From Sept. 2023 onwards)</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation</b>	<b>NNS (Spring Term)</b>
		<u>Links</u>	
 <p>Shakespeare Focus Shakespeare Focus A Midsummer Night's Dream (24/25)</p>	Diary Entries/Letter writing	Time Conjunctions Pronouns Adverbials Nouns/verbs	<p><b>Revisit</b> Year 3 rare GPCs <b>Rare GPCs</b> The /g/ sound spelt 'gu' <b>Word endings</b> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation' <b>Homophones</b> scene/seen, male/mail, bawl/ball <b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals <b>Possible Y3/4 Statutory Spellings:</b> accidentally, believe, bicycle, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, popular, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible</p>
	Newspaper Reports	Fronted Adverbials with Commas Tense agreement Inverted commas for direct speech	
	Play Script including stage directions and key info from the story	Verbs Adverbs Brackets Exclamation	

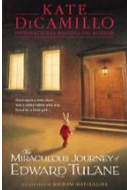
**Spring Two**

Science Topic: <a href="#">Digestion and Food Chains</a>		Geography: <a href="#">Rainforests</a>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
<p><a href="#">The Great Kapok Tree</a>, by Lynne Cherry (links to <a href="#">Science</a>, <a href="#">Human Impact</a> and to <a href="#">Geog. Topic</a>, <a href="#">Rainforests</a> and <a href="#">Amazon</a>)</p> <p>(see planning unit) <a href="#">KS2History: The Great Kapok Tree Planning</a></p> 	<p><u>Non-fiction writing</u> Write a report about The Amazon Rainforest – link to Geography learning.</p> <p>To retrieve information from non-fiction To design a ‘great tree’ setting To explore the structure of dilemma stories To write a persuasive letter To prepare a group performance To plan a dilemma story To write my own dilemma story To edit and evaluate my writing</p>	<p>Expanded noun phrases Commas for fronted adverbials Prepositions Technical vocabulary about the Amazon Rainforest.</p> <p>To punctuate direct speech correctly To use a range of speech verbs To use adverbs in dialogue (higher group) To identify persuasive devices To use a dictionary to find definitions To use a thesaurus</p>	<p><b>Revisit</b> Year 3 rare GPCs <b>Rare GPCs</b> The /g/ sound spelt ‘gu’ <b>Word endings</b> Words ending /tʃə/ spelt ‘ture’ (creature, furniture) Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician) <b>Prefixes and Suffixes</b> Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’ <b>Homophones</b> scene/seen, male/mail, bawl/ball <b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals</p>
<p><a href="#">The Iron Man</a> by Ted Hughes</p> 	<p>Non Chronological Report about the Iron Man</p> <p><b>Purpose:</b> To write a story based on The Iron Man.</p> <p><b>Audience:</b> Class Mates</p> <p><b>Text Type</b> Narrative Children to read and explore the language in the text. Deconstruct text that includes speech and unpick the punctuation used for direct speech. Create banks of descriptive noun phrases and explore how to expand them for effect.</p>	<p>Determiners Commas in lists</p> <p>I can use adverbs and fronted adverbials eg soon, then, next, stealthily. I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases eg One really hot summer’s day, On the coarse sand, The quite cool breeze, The biting cold wind.</p>	<p><b>Possible Y3/4 Statutory Spellings:</b> accidentally, believe, bicycle, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, popular, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible</p>

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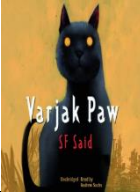
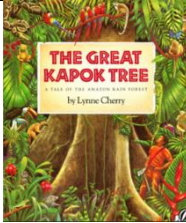
	<p>Children to plan and write their own story based on the Iron man beating a monster</p>	<p>I can use inverted commas and other punctuation for direct speech.</p> <p>I can use commas after fronted adverbials and other openers.</p>	
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Year Four

Summer One			
Science Topic: Sound		History Topic: Ancient Egypt	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Summer Term)</u>
<p><b><u>The Miraculous Journey of Edward Tulane, by Kate DiCamillo</u></b></p> 	<p><u>Character analysis;</u></p> <p><u>Diary Writing;</u></p>	<p>Apostrophes for possession Adjectives</p> <p>Nouns and pronouns for clarity and cohesion Subordinate clauses Tense agreement</p>	<p><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. <b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Word endings</b> Endings that sound like /ʒən/ spelt 'sion' (division, confusion)</p>
<p><b><u>The Miraculous Journey of Edward Tulane, by Kate DiCamillo</u></b></p>	<p><u>Informal letter writing;</u> vocabulary exploration; story mapping</p> <p><u>Writing a Chapter of the story (Narrative)</u></p>	<p>Nouns and pronouns for clarity and cohesion Prepositions Determiners Fronted adverbials Subordinate clauses</p>	<p>Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous) <b>Homophones</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules <b>Possible Y3/4 Statutory Spellings:</b></p>

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			accidentally, believe, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible, breathe, island, extreme, guard, through, eight, minute
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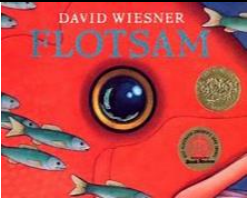
Summer Two			
Science Topic: Classification of Plants and Animals		Geog. Topic: South America – The Amazon	
Text/ Theme	Writing Focus		NNS (Summer Term)
<a href="#">Varjak Paw, By SF Said</a> 	<b>Recount</b> Diary Entry	extended noun phrases, including with prepositions subordination conjunctions	<b>Revisit</b> Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed. <b>Rare GPCs</b> Words with the /s/ sound spelt ‘sc’ (Latin in origin) <b>Word endings</b> Endings that sound like /ʒən/ spelt ‘-sion’ (division, confusion) <b>Prefixes and Suffixes</b> Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous) <b>Homophones</b> whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem <b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules <b>Possible Y3/4 Statutory Spellings:</b> accidentally, believe, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular,
<a href="#">Varjak Paw, By SF Said</a>	<b>Narrative</b> Writing from a different view point  Reciprocal reading throughout the story – predict/question/clarify/summarise	-extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion Tense agreement	
<a href="#">The Great Kapok Tree, by Lynne Cherry (links to Science, Human Impact (Spring One) and to Geog. Topic, Rainforests and Amazon in Spring Two)</a> 	<b>Story time:</b> This text has been taught in Spring Two but it also links perfectly to the Science topic, Human Impact. Read again to discuss during story time to discuss the human impact of deforestation.		

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			peculiar, recent, remember, strength, although, though, possible, breathe, island, extreme, guard, through, eight, minute, answer, group
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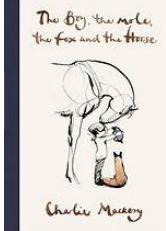
Year Five

Autumn One

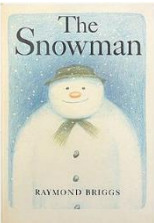

Science Topic: <b>Forces and Mechanisms</b>		History: <b>The Mayans</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Autumn Term)</b>
 <p><b>Flotsam</b> by David Wiesner</p>	<p>Observe, wonder, infer /Story mapping /Exploring Flotsam                      what might cameras have seen over time? Character analysis.                      Timeline activity- people chains                      BBC news story- Real flotsam /Generating a back story- Why were you at the beach?                      Power of Persuasion - EBay advert                      *Art opportunity- use charcoal*</p>	<p>Modal verbs                      Subordinating conjunctions                      Relative clauses                      Adverbials                      Subordinate clauses                      Pronouns                      Inverted commas                      Punctuation for parenthesis</p>	<p><b>Revisit</b>                      Strategies at the point of writing: Have a go                      Plurals (adding '-s', '-es' and '-ies')  <b>Apostrophe for contraction and possession</b>  <b>Rare GPCs</b>                      Words with 'silent' letters  <b>Morphology/ Etymology</b>                      Use spelling journals to record helpful etymological notes on curious or difficult words  <b>Word endings</b>                      Words with the letter string '-ough'                      Words ending in '-able' and '-ible'  <b>Homophones</b>                      isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed  <b>Hyphen</b></p>

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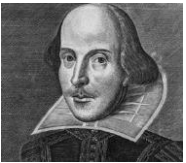
<p><b>Flotsam</b> by David Wiesner</p>	<p>Non-chronological report about the History of Cameras.</p> <p>Editing and improving writing</p> <p>Persuasive Writing: Write a persuasive item description for ebay!</p> <p>Free Write: My Amazing Discovery!</p>	<p>Relative clauses Subordinate conjunctions Expanded noun phrases Determiners Commas to clarify meaning Range of punctuation including single dashes</p> <p>Brackets/paranthesis Exclamation Persuasive language</p>	<p>Use of the hyphen (co-ordinate, co-operate)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs <b>Proofreading Focus</b> on checking words from personal lists.</p> <p><b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, category, suggest, system, thorough, community, foreign, government, hindrance, identity, individual, occupy, parliament, soldier, vegetable, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature</p>
<p><b>Grammatical Terminology for Year 5:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>			

Autumn Two			
Science Topic: <b>Properties and Uses of Materials</b>		Geog Topic: <b>Mountains</b>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
<p><a href="#">The Boy, the Mole, the Fox and the Horse</a>, by Charlie Mackesy</p> 	<p>Reciprocal Reading opportunities. Analysis of its language.</p> <p><b>Informal Recount</b> Children write a blog on Purple Mash.</p> <p><b>Motivational Story</b> Children write a mini-book in the style of The Boy, the Mole, the Fox and the Horse.</p>	<p>Development of clause structures and relevant punctuation to support this.</p> <p>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>-tense agreement</p> <p>-exclamation</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies')</p> <p><b>Apostrophe for contraction and possession</b></p> <p><b>Rare GPCs</b> Words with 'silent' letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p>

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<p><u>A Christmas Text</u></p> 	<p>Compare the original with Michael Morpurgo's recent version and with the animation.</p>		<p><b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p><b>Homophones</b> isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</p> <p><b>Hyphen</b> Use of the hyphen (co-ordinate, co-operate)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading Focus</b> on checking words from personal lists.</p> <p><b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>
	<p>Describing different settings in the story James' house The North Pole</p>	<p>Subordinate clauses Vocabulary for effect; adverbials</p>	
	<p>Writing a narrative to accompany parts or all of the story</p>	<p>Use of direct speech to advance the story. Correctly punctuating direct speech.</p>	


**Year Five**

Spring One			
Science Topic: Earth and Space		History Topic: What can we learn from the Zulu Kingdom?	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring One)
<p><u>Shakespeare Text</u></p>  <p>A Midsummer Night's Dream (24/25)</p>	<p>Reading the text/Story mapping/Character Profiles/likes and dislikes</p>	<p>Co-ordinating conjunctions Expanded noun phrases</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Apostrophe for possession</b></p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using</p>

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<p><u>Shakespeare Text</u></p>	<p>News Paper Reports about key events Agony Aunt letter and response</p>	<p>Statements, questions, commands Punctuation for parenthesis Inverted commas Relative clauses Modal verbs</p>	<p>word matrices. <b>Word endings</b> Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’ <b>Homophones</b> altar/alter, led/lead, steal/steel <b>Dictionary</b> Use a dictionary to create collections of words with common roots <b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p>
<p><u>Shakespeare Text</u></p>	<p>Poetry in Response to a text: Writing their own sonnets</p>	<p>Verbs Semi-colon Synonyms and antonyms Expanded noun phrases</p>	<p><b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, suggest, thorough, community, foreign, identity, individual, occupy, vehicle, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation, average, explanation, symbol, temperature, variety, ancient, leisure, privilege</p>

**Spring Two**

<p><b>Science Topic: Plant and Animal Life Cycles</b></p>		<p><b>History continued:</b> What can we learn from the Zulu Kingdom?</p>	
<p><u>Text</u></p>	<p><u>Writing Focus</u></p>	<p><u>NNS (Spring Term)</u></p>	
<p><b>There’s a Boy in the Girls Bathroom, by Louis Sachar</b></p> 	<p>To write Bradley Chaulkers’ Biography</p>	<p>-using commas to clarify meaning or avoid ambiguity in writing -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -using expanded noun phrases to convey complicated information concisely</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go <b>Apostrophe for possession</b> <b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (receive, ceiling)</p>
<p><b>Boy in the Girls Bathroom</b></p>	<p>Poetry: I am...</p>	<p>Commas in lists -use a thesaurus</p>	<p><b>Morphology/ Etymology</b> Teach extension of base words using</p>

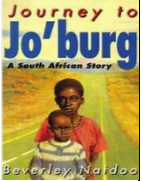


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		-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	word matrices. <b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'
<b>Boy in the Girls Bathroom</b>	Diary Entry in role of Bradley	-adverbs -adverbial phrases -Variety of punctuation for effect	<b>Homophones</b> altar/alter, led/lead, steal/steel <b>Dictionary</b> Use a dictionary to create collections of words with common roots
<b>Boy in the Girls Bathroom</b> <b>'I am a Rock' by Simon and Garfunkel.</b>	Find comparisons between Bradley and characteristics in the song, 'I am a Rock' by Simon and Garfunkel.	-Synonyms	<b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) <b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, suggest, thorough, community, foreign, identity, individual, occupy, vehicle, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation, average, explanation, symbol, temperature, variety, ancient, leisure, privilege, achieve, according, controversy, disastrous, embarrass, harass, shoulder

Year Five

**Summer One**


<b>Science Topic: Separating Mixtures and Changing Materials</b>		<b>Geog: Volcanoes and Earthquakes</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Summer Term)</b>
<a href="#"><u>Journey to Jo'burg</u></a> , by Beverly Naidoo 	<b>Play Scripts</b> Writing a section of the story in the form of a play-script	Colons Prepositions Determiners Pronouns Punctuation for parenthesis	<b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words <b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)

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<p><b>Journey to Jo' burg</b></p>	<p><b><u>Speech</u></b> To persuade people that all people need to be treated equally.</p>	<p>Modal verbs Relative clauses Synonyms and antonyms</p>	<p><b>Suffixes</b> Problem suffixes <b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters <b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list <b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words <b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b><u>Possible Y5/6 Statutory Spellings:</u></b>                      apparent, suggest, thorough, community, foreign, identity, individual, occupy, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, average, symbol, variety, ancient, privilege, achieve, according, controversy, disastrous, embarrass, harass, shoulder, cemetery, prejudice, necessary, criticise, language                 </p>
<p><b>Journey to Jo' burg</b></p>	<p><b><u>Narrative</u></b> Writing a final chapter to the story (to be done over several days)  Non-fiction writing about the Apartheid.  Slow-writing about a scene from the story</p>	<p>Inverted commas for speech using expanded noun phrases to convey complicated information concisely - devices to build cohesion, including adverbials of time, place and number  Paragraphs Colons Semi-colons  Verbs Metaphor Variety of sentence lengths Synonyms</p>	

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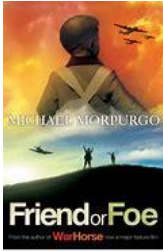
**Summer Two**

Science Topic: Human Growth		Geog: Volcanoes and Earthquakes continued	
Text/ Theme	Writing Focus		NNS (Summer Term)
<b>Visual Text: Float, by Bobby Rubio</b> 	<u>Extended Narrative, including direct speech</u>	Subject – verb agreement Subordinate clauses Relative clauses Adverbials Inverted commas/speech punctuation	<b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words <b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) <b>Suffixes</b> Problem suffixes <b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters <b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list <b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words <b>Learning and Practising spellings</b> Pupils: <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b> suggest, thorough, community, foreign, identity, individual, communicate, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, physical, definite, existence, neighbour, sufficient, average, variety, ancient, privilege, achieve, according, controversy, disastrous, embarrass, shoulder, prejudice, necessary, criticise, language, environment, frequently, excellent, rhythm
<b>Non-Fiction texts linked to Volcanoes and Earthquakes (links to Geog.)</b>	<u>Non-fiction writing</u> Non-chronological Report	-using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis use a thesaurus -using expanded noun phrases to convey complicated information concisely	

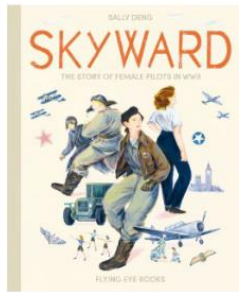
**Autumn One**

**Science Topic:** [Classification of Living Things](#)

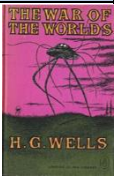
**History:** [WW2](#)

<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
<p>Friend or Foe (links to World War 2)  <a href="#">English KS2: Friend or Foe by Michael Morpurgo - BBC Teach</a></p> 	<p><b><u>Recounts</u></b>                      Diary writing from the perspective of different characters in the story</p> <p><b><u>Non Chronological Report Writing</u></b>                      Writing about different aspects of life during world war two</p>	<p>Development of clause structures and relevant punctuation to support this.                      -using the perfect form of verbs to mark relationships of time and cause                      -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun                      -tense agreement                      -exclamation</p> <p>-Commas to clarify meaning                      -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun                      -subordinating conjunctions                      -statements, questions                      -synonyms, antonyms - thesaurus                      -using a dictionary                      -using brackets, dashes or commas to indicate parenthesis</p>	<p><b>Revisit</b>                      Strategies at the point of writing: Have a go                      Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p><b>Rare GPCs</b>                      Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p><b>Prefixes and Suffixes</b>                      Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p><b>Word endings</b>                      Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)</p> <p><b>Homophones</b>                      advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p><b>Proofreading</b>                      Proofreading in smaller chunks – sentences and paragraphs.</p> <p><b>Learning and Practising spellings</b>                      Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <p><b><u>Possible Y5/6 Statutory Spellings:</u></b>                      Attached, apparent, category, suggest, system, thorough, community, foreign, government, hindrance, identity, individual, occupy, parliament, soldier, vegetable, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature</p>

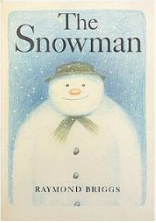

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<p>Read Skyward if times allows and link to History WW2 topic</p> 	<p>Fact page about female pilots.</p>	<p>Using organisational devices, e.g. subheading, bullet points, main heading</p> <p>Technical language</p>	
<p><b>Grammatical terms in Year 6:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, tense agreement, synonyms, antonyms</p>			

**Autumn Two**

<b>Science Topic: Evolution and Inheritance</b>		<b>Geog: The UK</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation</b>	<b>NNS (Autumn Term)</b>
		<b>Links</b>	
<p>War of the Worlds Excerpt</p> 	<p><b>Narrative</b> Story mapping Writing a continuation of the War of the Worlds Story</p>	<p>Further cohesive devices such as grammatical connections and adverbials. Use of semi-colons and ellipsis</p> <p>Use of Direct speech to advance action/move a story forward. Punctuating direct speech correctly.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’ <b>Rare GPCs</b> Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. <b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in ‘-fer’. <b>Word endings</b> Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious) <b>Homophones</b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy <b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs. <b>Learning and Practising spellings</b></p>
<p>War of the Worlds</p>	<p><b>Journalistic Writing</b> Interviews Writing a newspaper report</p>	<p>Statements/Questions recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	
<p><u>A Christmas Text (if time allows)</u></p>	<p>Compare the original with Michael Morpurgo’s recent version and with the animation.</p>		


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 	<p>Describing different settings in the story James' house The North Pole</p> <p>Story-mapping/Writing a narrative to accompany parts or all of the story</p>	<p>Subordinate clauses Vocabulary for effect; adverbials</p> <p>Use of direct speech to advance the story. Correctly punctuating direct speech.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b></p> <p>Attached, apparent, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>
<p><b><u>Reading, remembering and performing scripts for Junior Christmas Nativity.</u></b></p>	<p>Reading and performing Scripts with expression and intonation. Performing to an audience.</p>		

**Year Six**


<b><u>Spring One</u></b>			
<b>Science Topic: What Light Does</b>		<b>History: Ancient Greeks</b>	
<b><u>Text</u></b>	<b><u>Writing Focus</u></b>	<b><u>Spelling, Grammar and Punctuation Links</u></b>	<b><u>NNS (Spring Term)</u></b>
<b><u>Shakespeare Text</u></b>	Newspaper Reports about key events in the story Diary Writing	Synonyms First person Emotive language	<b>Revisit</b> Words containing the letter string '-ough' <b>Prefixes and Suffixes</b>

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<p><b><u>A Midsummer Night's Dream (24/25)</u></b></p> 	<p>Biography of William Shakespeare Agony Aunt letter</p>	<p>Direct and indirect speech (inverted commas) using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list punctuating bullet points consistently -further cohesive devices such as grammatical connections and adverbials - use of ellipsis</p>	<p>Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) <b>Homophones</b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2 <b>Proofreading</b> Proofreading someone else's writing. Note down strategies that help in spelling journals <b>Learning and Practising spellings</b> <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p><b><u>Possible Y5/6 Statutory Spellings:</u></b> Attached, apparent, equipment, average, muscle, physical, stomach, profession, vegetable, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>
	<p>Poetry Writing own sonnets??</p>	<p>Passive and active voice -using a colon to introduce a list punctuating bullet points consistently -using expanded noun phrases to convey complicated information concisely Use appropriate intonation, volume, and movement so that meaning is clear.</p>	

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Spring Two

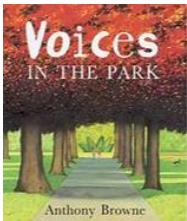
<u>Science Topic: Human Circulation</u>		<u>Geog: European Region</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u> <u>Links</u>	<u>NNS (Spring Term)</u>
<p><a href="#">The Highwayman</a>, by Alfred Noyes</p> 	<p>Non chronological Report on history of Highwayman</p>	<p>Commas after fronted adverbials and to clarify meaning Semi-colons Relative clauses</p>	<p><b>Revisit</b> Words containing the letter string ‘-ough’</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes Word endings The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)</p> <p><b>Homophones</b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationary/stationary All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, muscle, physical, stomach, profession, suggest, thorough, community, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, definite, existence, neighbour, sufficient, explanation, controversy, interfere, rhyme, rhythm, harass, soldier, symbol</p>
<p>The Highwayman</p>	<p>Diary Entry from Perspective of a key character</p>	<p>Apostrophes Tense agreement</p>	
<p>The Highwayman</p>	<p>Character analysis and narrative Poetic devices: Analyse poem</p> <p>Alternative ending The Highwayman debate: Were they right to lay a trap?</p>	<p>Prefixes adverbial clauses metaphors perfect verb forms</p> <p>Subordinate clauses</p>	



Summer One			
Science Topic: <u>Electricity: Changing Circuits</u>		History: <u>Vikings vs Anglo-Saxons</u>	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
<b>Motivational Writing</b>	Writing a letter to self motivating themselves to do their SATs - believe in themselves.	-using semi-colons, colons or dashes to mark boundaries -use further cohesive devices such as grammatical connections and adverbials. -use of ellipsis. -use modal verbs or adverbs to indicate degrees of possibility.	<b>Revisit</b> Spelling strategies at the point of writing <b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) <b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' <b>Homophones and near homophones</b> draft/draught, dissent/descent, precede/proceed, wary/weary <b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently. <b>Learning and Practising spellings</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, muscle, physical, stomach, profession, suggest, thorough, community, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise,
<b>Non-Fiction Writing based around the SATs – Balanced Argument</b>	Should KS2 SATs be abolished?	-modal verbs -formal language -writing an introduction and linking a conclusion to this and personal view.	
 <p><b>The Eye of the Wolf</b> By Daniel Pennac</p> <p><u>Eye of the Wolf may need to be continued in Summer Two (instead of Voice in the Park)</u></p>	<b>Letter writing</b> Writing from the perspective of key characters	Prepositional phrases First Person Suffixes	
	Write an extract from the story, where Blue Wolf finds and tries to rescue Shiny Straw	Use of direct speech to move a story forward/advance the action. Correct punctuation and format for direct speech.	
	Internal Monologue	Punctuation for parenthesis (dashes, brackets and commas)	

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	Message to Mankind	Apostrophes	sacrifice, signature, sincerely, definite, existence, neighbour, sufficient, explanation, controversy, interfere, rhyme, rhythm, harass, soldier, symbol
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Summer Two			
Science Topic: <u>Body Health</u>		Geog Topic: <u>Local Area and Regions (making comparisons with school Journey Setting) Learning about aspects of History of School Journey Setting</u>	
Text/ Theme	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
<p><u>Voices in the Park</u> by Anthony Browne</p>  <p><u>Eye of the Wolf may need to be continued in Summer Two (instead of Voice in the Park)</u></p>	<p><b>Writing from the perspective of different characters</b></p> <p><b>Persuasive letter</b> Dad writing a letter to Charles' mum persuading her to let Charles' visit the park again</p> <p><b>Play script</b> Writing scenes from Voices in the Park in the form of a play script</p>	<p>Writing with a variety of punctuation and sentence structures. Different styles and tones for different characters.</p> <p>-using semicolons, colons or dashes to mark boundaries between independent clauses use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using passive verbs to affect the presentation of information in a sentence -differences in informal and formal language</p> <p>-using hyphens to avoid ambiguity -using a colon to introduce a list- punctuating bullet points consistently - further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>	<p><b>Revisit</b> Spelling strategies at the point of writing <b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) <b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' <b>Homophones and near homophones</b> draft/draught, dissent/descent, precede/proceed, wary/weary <b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently. <b>Learning and Practising spellings</b> <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7</li> </ul>

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<p><b>Memories of St. Mary's</b></p> <p><b>Prayers for the Leavers' Service</b></p> <p><b>Performing Scripts for the Y6 Summer Production</b></p>	<p>Reflective writing about their time spent at St. Mary's.</p> <p>Thoughts and hopes.</p>	<p>- Emotive language. -Ability to summarise and be concise. -Careful choice of language to engage the listener/reader.</p> <p>Use appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>words each term.)</p> <ul style="list-style-type: none"> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b> Attached, average, category, definite, equipment, explanation, immediately, muscle, physical, relevant, suggest, symbol, system, temperature, thorough, variety, environment, community, neighbour, leisure, occupy, restaurant, vegetable, vehicle, persuade, according, recommend, especially, sincerely, exaggerate, appreciate, excellent, accommodate, marvellous, opportunity, privilege, recognise, thorough</p>
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