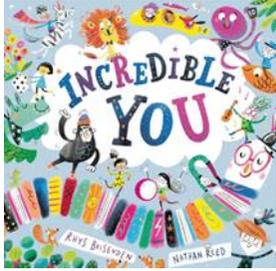
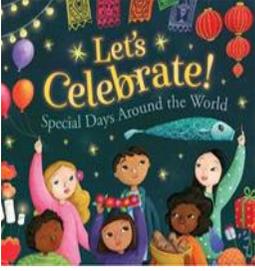
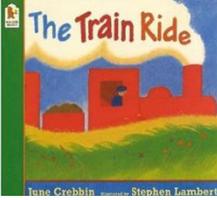
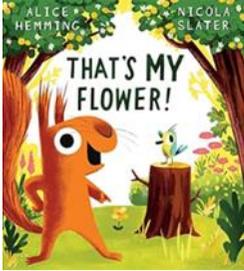
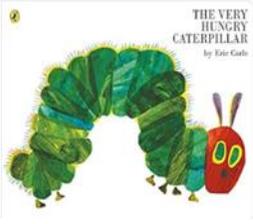
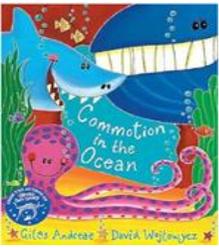


# Griffin Park

## English Long Term Plan



**Nursery**

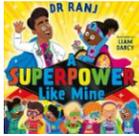
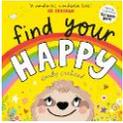
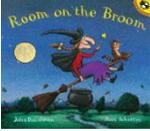
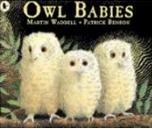
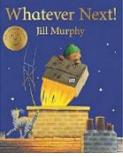
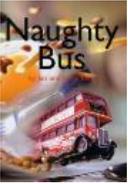
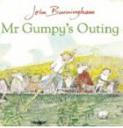
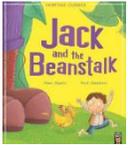
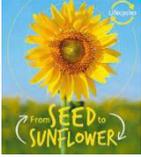
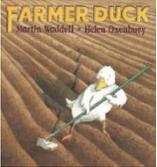
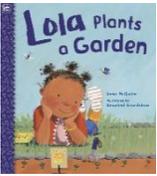
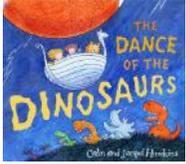
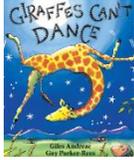
2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Theme</b></p>	<p style="text-align: center;">Incredible me</p> 	<p style="text-align: center;">Let's celebrate</p> 	<p style="text-align: center;">Ticket to Ride</p> 	<p style="text-align: center;">Growing</p> 	<p style="text-align: center;">Amazing Animals</p> 	<p style="text-align: center;">Fun at the Seaside</p> 
<p>Communication and language Children engage in stories, songs, rhymes, poems and non-fiction texts.</p>	<p style="text-align: center;">Baseline Incredible you Real Superheroes Super Daisy</p>	<p style="text-align: center;">Brown bear, brown bear what do you see? Each, peach, pair. Plum Where's spot? The Christmas story</p>	<p style="text-align: center;">The train ride Hug Wheels on the bus Naughty bus</p>	<p style="text-align: center;">Jaspers beanstalk Peepo Titch</p>	<p style="text-align: center;">The Very Hungry Caterpillar Come on Daisy</p>	<p style="text-align: center;">Rainbow Fish Billy's Bucket What we do at the Seaside</p>
<p style="text-align: center;"><b>Literacy</b></p>	<p style="text-align: center;">Sound discrimination – environmental</p>	<p style="text-align: center;">Sound discrimination – instrumental</p>	<p style="text-align: center;">Sound discrimination – body percussion</p>	<p style="text-align: center;">Rhythm and rhyme</p>	<p style="text-align: center;">Voice sounds</p>	<p style="text-align: center;">Oral segmenting and blending</p>

**Focused writing opportunities**

- Orally joining in with traditional tales and repeated phrases.
- Letters of the alphabet.
- Initial letters of names.
- Labels
- List
- Orally retelling nursery rhymes.

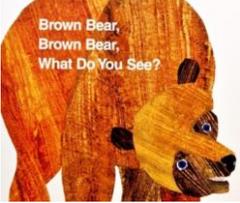
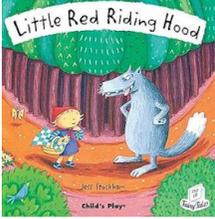
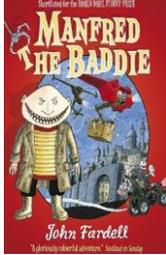
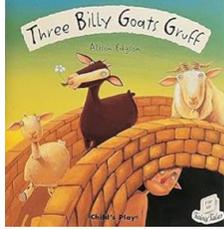
<b>Specific Areas</b>	<b>School Readiness End of Year Goals</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• I can spot and suggest rhymes.</li> <li>• I can count or clap syllables in a word.</li> <li>• I can recognise words with the same initial sound, such as money and mother.</li> <li>• I can engage in extended conversations about stories, learning new vocabulary.</li> <li>• I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page.</li> </ul>
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• I understand questions or instructions that have two parts, such as “Get your coat and wait at the door.”</li> <li>• I am able to talk about rhymes and books and tell a story.</li> <li>• I use longer sentences of 4 -6 words.</li> <li>• I use talk to organise my play and myself: “Let’s go on a bus, you sit there, I will be the driver.”</li> <li>• I can listen attentively and respond to what I hear.</li> </ul>

**Reception**

2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Incredible Me	Let's Celebrate	Ticket To Ride	Growing	Amazing Animals	Fun At The Seaside
Books	<p>We are Family</p>  <p>A Superpower like Mine</p>  <p>Mine</p> <p>The Colour Monster Goes to School</p>  <p>Find Your HappyWe're</p>  <p>Going on a Leaf Hunt</p> 	<p>Room on the Broom</p>  <p>The Best Diwali Ever</p>  <p>The Stickman</p>  <p>Owl Babies</p>  <p>The Nativity Story</p> 	<p>Whatever Next</p>  <p>The Naughty Bus</p>  <p>Mr Grumpy's Outing</p>  <p>Emma Jane's Aeroplane</p> 	<p>Jack and the Beanstalk</p>  <p>From Seed to Sunflower</p>  <p>Farmer Duck</p>  <p>Lola Plants a Garden</p> 	<p>The Very Hungry Caterpillar</p>  <p>Handa's Surprise</p>  <p>The Dance of the Dinosaurs</p>  <p>Giraffes Can't Dance</p> 	<p>Sharing a Shell</p>  <p>Pirates Love Underpants</p>  <p>The Rainbow Fish Look</p>  <p>What I Found at the Seaside</p> 

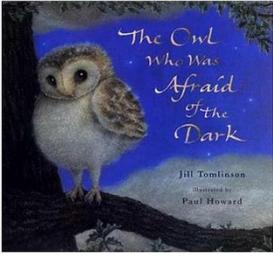
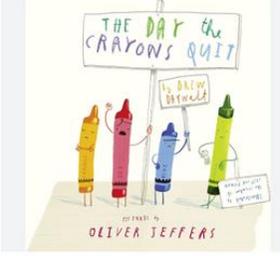
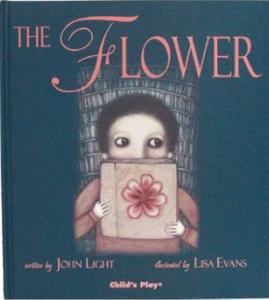
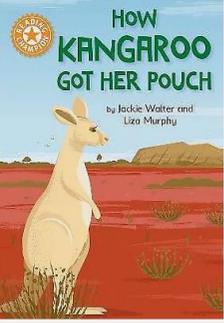
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Baseline</li> <li>• Give meanings to marks</li> <li>• Write initial sounds</li> <li>• Writing a group of letters to represent a word</li> <li>• Write some of their name</li> <li>• Begin to read individual letters by saying the sounds for them</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting to write CVC words</li> <li>• Read some tricky words</li> <li>• Read individual letters by saying the sounds for them</li> <li>• Write all the letters of their name</li> <li>• Write simple captions</li> </ul>	<ul style="list-style-type: none"> <li>• Write CVC words with known letter sounds</li> <li>• Write their name with the correct letter formation</li> <li>• Orally rehearse what they're writing</li> <li>• Begins to write simple sentences</li> <li>• Write a shopping list</li> </ul>	<ul style="list-style-type: none"> <li>• Write and spell a wider range of familiar words</li> <li>• Write some tricky words</li> <li>• Write simple sentences that the child can read back</li> <li>• Orally rehearse what they are writing</li> <li>• Write words with digraphs and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Write a range of simple repetitive sentences (e.g. I can see)</li> <li>• Writes simple sentences that can be read by others</li> <li>• Spell tricky words</li> <li>• Begin to form all lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Writes phonetically plausible words</li> <li>• Writes a range of simple sentences independently that can be read by others</li> </ul>
<p><b>Phonics</b></p>	<p>Little Wandle Phase 2</p> <p>s a t p i n m d g o c k ck e u r h b f l</p>	<p>Little Wandle Phase 2</p> <p>ff ll ss j v x y z zz qu ch sh th ng nk</p>	<p>Little Wandle Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p>	<p>Little Wandle Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p>	<p>Little Wandle Phase 4</p> <p>short vowels with adjacent consonants</p>	<p>Little Wandle Phase 4</p> <p>long vowel graphemes with adjacent consonants</p>

## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Polar Bear, Polar Bear, what do you hear? We're Going on a Bear Hunt</p>	 <p>Up and Down The Way back home The Gingerbread Man</p>	 <p>The Three Little Pigs Jack and the Beanstalk</p>			 <p>Little Red Riding Hood Goldilocks and the Three Bears</p>
<p><b>Focus writing outcomes</b> Simple sentences Repetitive sentences Labels Lists</p>	<p><b>Focus writing outcomes</b> Recounts Descriptions Instructions Acrostic poems</p>	<p><b>Focus writing outcomes</b> Traditional tales Character descriptions Setting descriptions Repetitive stories</p>	<p><b>Focus writing outcomes</b> Shape poems- calligrams Fact files Information texts</p>	<p><b>Focus writing outcomes</b> Instructions Character interviews Character descriptions Setting descriptions Riddles</p>	<p><b>Focus writing outcomes</b> Different traditional tales Innovate their own repetitive stories Recounts</p>
<p><b>Grammar</b> Proper nouns-capitals including pronoun I Capital and lower case Full stops Finger spaces</p>	<p><b>Grammar</b> Singular and plural words- adding s/es Nouns Verbs Adjectives Sentence order/sense including conjunction-and</p>	<p><b>Grammar</b> Suffixes-ing/ed/er Prefixes-un Adjectives-adding er/est suffixes Conjunctions- and/because</p>	<p><b>Grammar</b> Question marks Exclamation marks Adjectives Verbs Conjunctions Plurals-adding s/es</p>	<p><b>Grammar</b> Compound words Days of the week Alphabet-order Verbs Proper nouns-places, days of the week, people and pronoun-I</p>	<p><b>Grammar</b> Question marks Exclamation marks Adverbs Adjectives Conjunctions</p>
<p><b>Spelling/Phonics</b> Reception CEW Phase 3 phoneme revision from Reception ai, ee, igh, oa etc Introduce Phase 5 ay, ou, oy and ea (Little Wandle)</p>	<p><b>Spelling/Phonics</b> Reception CEW Phase 5 continued ir, ie, ue, u etc (Little Wandle)</p>	<p><b>Spelling/Phonics</b> Year 1 CEW Phase 5 alternative sounds-y, ea, wh, oe etc (Little Wandle)</p>	<p><b>Spelling/Phonics</b> Year 1 CEW Phase 5 alternative sounds-or, oul, are, au etc (Little Wandle)</p>	<p><b>Spelling/Phonics</b> Year 1 CEW Phase 5 revision starting with ay, ea etc etc (Little Wandle)</p>	<p><b>Spelling/Phonics</b> Year 1 CEW Phase 5 alternative sounds- ey, aigh, eigh etc including silent letters too eg, mb, kn, gn etc</p>

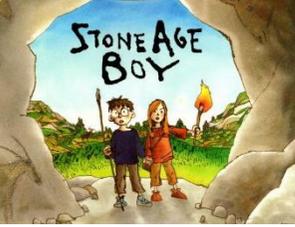
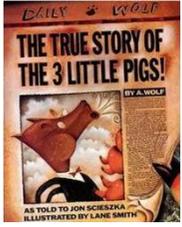
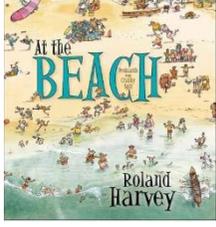
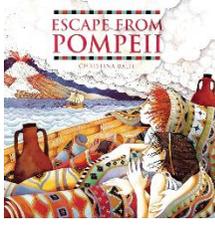
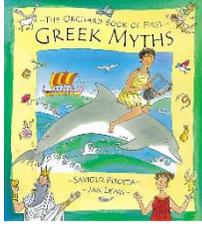


## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Narrative: Little Red Reading Hood Narrative: Corin's First Day</p>	 <p>Narrative: The Owl who was Afraid of the Dark Poetry: four seasons Instructions: How to make a hand puppet.</p>	 <p>Letter : The Days the Crayons Quit Narrative: Ultra Kid and the Terrible Tornado</p>	 <p>Narrative: The Flower Poetry: Been a Bean</p>	 <p>Diary: The Great Fire Of London Narrative: The Marvellous, Fluffy, Squishy, Itty, Bitty</p>	 <p>Narrative: How Kangaroo got her pouch. Explanation: If you want to be healthy</p>
<p><b>Focus writing outcomes</b> Character description Setting description Traditional tale with a twist Recount Story structure – beginning, middle, end</p>	<p><b>Focus writing outcomes</b> Sequence events Instructions Information text Describing weather Poem – seasons</p>	<p><b>Focus writing outcomes</b> Persuasive letter Address Email Character hot seat Adventure story Describing feelings Scientific Report (science)</p>	<p><b>Focus writing outcomes</b> Story starters Research Poem – life cycle of a bean Labelled diagram Blurb Fact file (History)</p>	<p><b>Focus writing outcomes</b> Description of Events Timeline of events Research –non-fiction texts Diary Extract Handwritten notes Recipe (DT)</p>	<p><b>Focus writing outcomes</b> Research Story structure Story – geography Explanation List Poster</p>
<p><b>Grammar</b> Revision of capital letters and full-stops. Noun Adjectives Verbs Sentence types questions/exclamation</p>	<p><b>Grammar</b> Noun phrases Homophones Contractions/possession Sentence types Commas in a list Conjunctions subordinating Present tense</p>	<p><b>Grammar</b> Revision Apostrophes for Contractions/possession Expanded noun phrases Conjunctions Homophones Adverbs</p>	<p><b>Grammar</b> Revision Homophones Conjunctions Commas in a list Sentence types Tenses</p>	<p><b>Grammar</b> Expanded noun phrase Past tense Commas in a list Sentence types - Exclamations Apostrophes Contractions/possession Adverbs</p>	<p><b>Grammar</b> Consolidation of learning Homophones All sentence types Conjunctions Commas in a list</p>

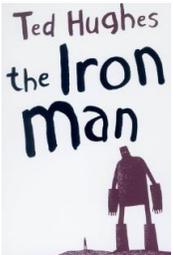
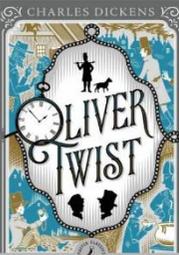
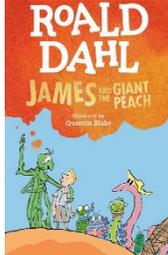
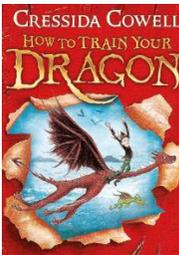
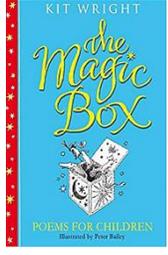
Conjunctions co-ordinating Past tense					
<b>Spelling/phonics</b> <b>Phase 5 consolidation</b> Revision of Year 1 CEW 'd' spelled as 'ge' and 'dge' at the end of words 's' spelled 'c' before 'e', 'l' and 'y' 'n' spelled kn- and gn	<b>Spelling/phonics</b> <b>Phase 5 consolidation</b> Homophones sound spelled 'o', as in other, mother, brother contractions words ending -il, as in p Days of the week	<b>Spelling/phonics</b> <b>Phase 5 consolidation</b> Revision Yr 2 CEW the /l/ or /əl/ sound, le at the end of words the /l/ or /əl/ sound spelled -el at the end of words the /l/ or /əl/ sound spelled -al at the end of words	<b>Spelling</b> Homophones the /aɪ/ sound spelled -y at the end of words -es to nouns and verbs ending in -y suffixes -ed, -ing, -er and -est	<b>Spelling</b> Revision CEW 'a' before 'l' and 'll' -ey, as in key, donkey, valley a' after 'w' and 'qu'	<b>Spelling</b> 'or' after 'w' 'ar' after 'w' 's', as in television suffixes -ment, -ness, -ful, -less and -ly, tion possessive apostrophe
<b>Comprehension</b> Cracking comprehension units 1 - 3 Letts guided read 2:1 Little Wandle	<b>Comprehension</b> Cracking comprehension units 4 -6 Letts guided read 2:1 Little Wandle	<b>Comprehension</b> Cracking comprehension units 7-9 Letts guided read 2:2 Little Wandle	<b>Comprehension</b> Cracking comprehension units 10-12 Letts guided read 2:2 Little Wandle	<b>Comprehension</b> Cracking comprehension units 13-15 Letts guided read 2:3 Little Wandle	<b>Comprehension</b> Cracking comprehension units 16-18 Letts guided read 2:3 Little Wandle

## Year 3

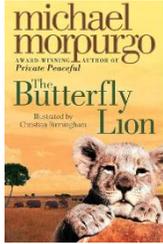
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Stone Age Boy</b> Prehistoric Britain: Skara Brae Until I Met Dudley</p>	 <p><b>The True Story of the 3 Little Pigs</b> The Nightmare Before Christmas</p>	 <p><b>Flat Stanley</b> The Secret World of Polly Flint The Shakespeare Stories</p>	 <p><b>At the Beach: Postcards from Crabby Spit</b> Let's Visit...Wales</p>	 <p><b>Escape From Pompeii</b> Bill's New Frock The Tree and the River</p>	 <p><b>The Osborne Book of First Greek Myths</b> Two Dragon Tales</p>
<p><b>Focus writing outcomes</b> Retelling a story read Setting description Non-chronological report Instructions</p>	<p><b>Focus writing outcomes</b> Narrative adventure Character description Recount familiar events Quatrain</p>	<p><b>Focus writing outcomes</b> Extended story Simple playscripts Letter writing Cinquain</p>	<p><b>Focus writing outcomes</b> Postcards Recipes Directions Setting description</p>	<p><b>Focus writing outcomes</b> Adventure story Poetry without rhyme Diary Entry Scientific report</p>	<p><b>Focus writing outcomes</b> Narrative legend Invent narrative myth Character description Informal letter / email</p>
<p><b>Grammar</b> Expanded noun phrases Imperative verbs Adverbs for preciseness Past tense Direct speech</p>	<p><b>Grammar</b> Conjunctions Prepositions Adverbs for time Personal pronouns Rhyme and rhythm</p>	<p><b>Grammar</b> Sentence types Paragraphs to organise Complex sentences Commas in addresses</p>	<p><b>Grammar</b> Adjectives for description Commas in lists Verbs and prepositions Figurative language</p>	<p><b>Grammar</b> Sentence structure Complex punctuation Past / present tense Conjunctions Subordinate clauses</p>	<p><b>Grammar</b> Fronted adverbials Present perfect tense Coordinating conjunctions Word families Pronouns</p>
<p><b>Spelling</b> Y2 suffixes -ed, -ing, -er, -est Y2 suffixes -ness, -ment, -ful, -less</p>	<p><b>Spelling</b> 'ai' sound spelt 'ei', 'eigh', 'ey' Prefixes un-, dis-, mis- Adding suffixes</p>	<p><b>Spelling</b> Autumn term review 1 Autumn term review 2 Y3/4 word list spellings Prefix re-</p>	<p><b>Spelling</b> Prefixes anti- and sub- Prefix auto- Prefix inter-</p>	<p><b>Spelling</b> Spring term review 1 Spring term review 2 Y3/4 word list spellings Suffix -ly</p>	<p><b>Spelling</b> Suffixes -ally, -ation Suffixes vowel letters Endings -sion and -tion Prefixes in- and il-</p>

<p>Y3/4 word list spellings          'i' sound spelt with a 'y'          'u' sound spelt 'ou'          Own spelling errors</p>	<p>Split digraphs          Y3/4 word list spellings          Own spelling errors</p>	<p>Prefix super-          Own spelling errors</p>	<p>Homophones and near          homophones          Y3/4 word list spellings          Own spelling errors</p>	<p>Suffix -ly          Own spelling errors</p>	<p>Prefixes im- and ir-          Y3 words review from          Y3/4 word list</p>
<p><b>Comprehension</b>          The Pebble in My Pocket          Stone Circles          My Brother is a Superhero          The Magic Finger          Sugar: The Facts          Prawn Pizza</p>	<p><b>Comprehension</b>          The Iron Man          The Selfish Giant (PC)          (PIRA test)          The Ice Palace          A House of Snow and Ice</p>	<p><b>Comprehension</b>          The Heavenly River          New Year Celebrations          Night Comes Too Soon          Tom's Midnight Garden</p>	<p><b>Comprehension</b>          The Story of          Tutankhamun          Secrets of a Sun King (PC)          (PIRA test)          The Butterfly Lion</p>	<p><b>Comprehension</b>          Wild Animals to be          Banned from Circuses          Alice's Adventures in          Wonderland          The Madhatters          Stig of the Dump 1</p>	<p><b>Comprehension</b>          Stig of the Dump 2          Norse Mythology          Discover the Vikings (PC)          (PIRA test)</p>

## Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>Focus writing outcomes</b> Descriptive language Dialogue Wanted poster Newspaper report	<b>Focus writing outcomes</b> Story openings Character descriptions Historical recount Balanced argument	<b>Focus writing outcomes</b> Postcard Persuasive poster Scientific report	<b>Focus writing outcomes</b> Character descriptions Information leaflet Biography	<b>Focus writing outcomes</b> Setting descriptions Improving sentences Letter recount	<b>Focus writing outcomes</b> Poems based on similes and metaphors Limericks
<b>Grammar</b> Nouns and pronouns Possessive pronouns Fronted adverbials	<b>Grammar</b> Indicating possession Direct speech Plural and possessive -s	<b>Grammar</b> Standard English Noun phrases Fronted adverbials	<b>Grammar</b> Paragraphs around a theme Pronouns/nouns Direct speech	<b>Grammar</b> Apostrophes Commas after fronted adverbials	<b>Grammar</b> Determiners Pronouns Possessive pronouns Adverbials
<b>Spelling</b> Suffixes Prefixes $\frac{3}{4}$ word list Missing letters Suffixes (vowel letters)	<b>Spelling</b> -sion and -tion -ssion -ation -cian $\frac{3}{4}$ word list	<b>Spelling</b> Review $\frac{3}{4}$ spelling list -ous	<b>Spelling</b> /k/ spelled 'ch' Review $\frac{3}{4}$ word list /sh/ spelled 'ch' Unstressed vowels	<b>Spelling</b> Review $\frac{3}{4}$ word list /sh/ spelled 'ch' -gue endings	<b>Spelling</b> -que endings /s/ spelled 'sc' Homophones Near homophones Un-, dis-, mis- and re-
<b>Comprehension</b> Roman Britain Time travelling cat Volcanoes in action Tsunamis on the move Russian Doll	<b>Comprehension</b> The Little Daughter The Moomins History behind Christmas A Christmas Tree	<b>Comprehension</b> For Forest The Borrowers Max and the Millions My Secret War Dairy Adolphus Tips	<b>Comprehension</b> Secret world of Polly Flint Lost 'Atlantis' Threats to Africa Great Elephant Chase	<b>Comprehension</b> Black Beauty Charlottes' Web Series of Unfortunate Events Little Women	<b>Comprehension</b> Everything Castles Sir Gawain and the green night

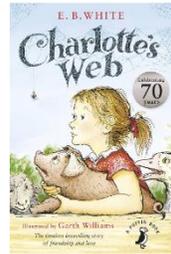
**Guided reading**



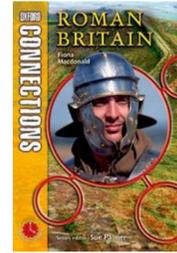
**Guided reading**



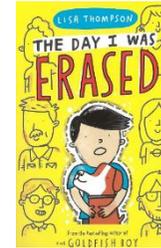
**Guided reading**



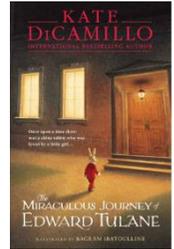
**Guided reading**



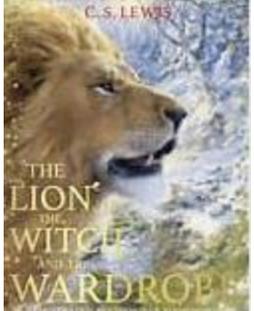
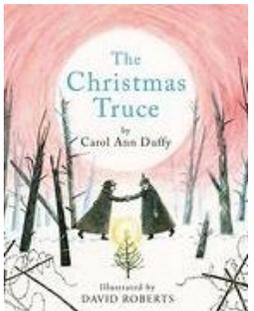
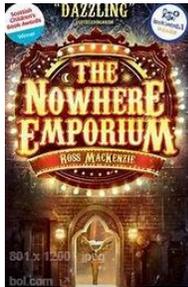
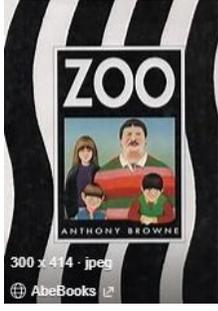
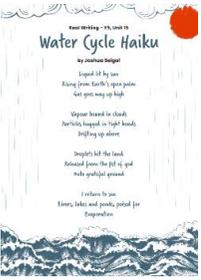
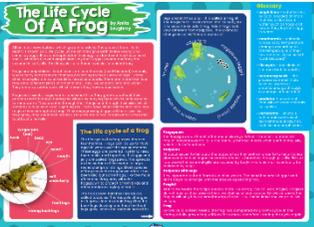
**Guided reading**

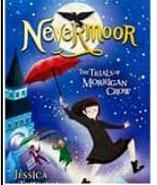
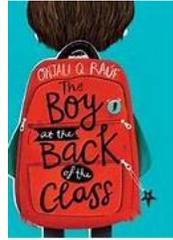
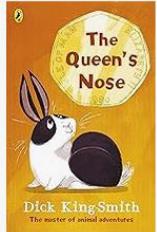
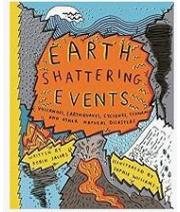


**Guided reading**



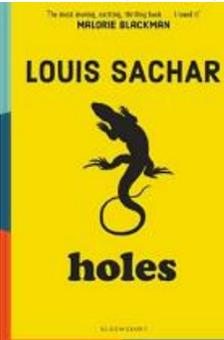
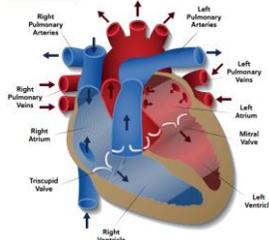
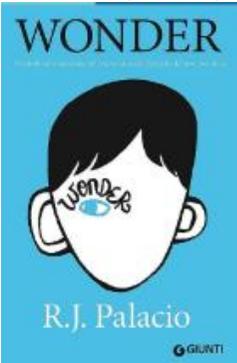
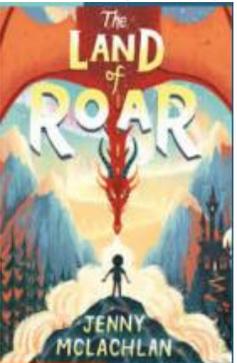
## Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Narrative</b></p> 	<p><b>Narrative</b></p> 	<p><b>Narrative</b></p> <p><b>The Wrong Path</b></p> 	<p><b>Narrative</b></p> 	<p><b>Narrative</b></p> <p><b>A Chilli Day</b></p> 	<p><b>Narrative</b></p> 
<p><b>Focus Writing Outcomes</b></p> <p>Descriptive language Setting descriptions Dialogue Written in third person Parenthesis Adverbials Personification</p>	<p><b>Focus Writing Outcomes</b></p> <p>Setting descriptions Dialogue Use range of words for said Written in first person</p>	<p><b>Focus Writing Outcomes</b></p> <p>Extended writing Written in third person Paragraphs Metaphors Personification</p>	<p><b>Focus Writing Outcomes</b></p> <p>Character descriptions Use characters actions to show not tell characters feelings Personification</p>	<p><b>Focus Writing Outcomes</b></p> <p>Dialogue Figurative Language Modals of possibility Adverbs of possibility Parenthesis</p>	<p><b>Focus Writing Outcomes</b></p> <p>Creating atmosphere Paragraphs Figurative language Similes Metaphors Personification</p>
<p><b>Poetry- Water Cycle Haiku</b></p> 	<p><b>Persuasion- Visit Lancashire</b></p> 	<p><b>Recount- The Diary of Neil Armstrong</b></p> 	<p><b>Poetry- The Highway Man</b></p> 	<p><b>Explanation text- The Lifecycle of a Frog</b></p> 	<p><b>Non- chronological report- Emperor Penguins</b></p> 

<p><b>Focus writing outcomes</b> Poetry Figurative language Understand and organise the syllabic structure Use range of rich vocabulary</p>	<p><b>Focus writing outcomes</b> Persuasive text- Leaflet Present tense Range of conjunctions and clauses Repetition- use of key ideas Rhetorical questions Adverbs to show possibility</p>	<p><b>Focus writing outcomes</b> Recount- Diary entry Past tense Chronological order Modal verbs Use of brackets First or third person Parenthesis</p>	<p><b>Focus writing outcomes</b> Poetry Extended writing Rhyming words Hyphens Onomatopoeia</p>	<p><b>Focus writing outcomes</b> Explanation text- Scientific writing Chronological order Prepositions Topic sentences and sequencing ideas Headings</p>	<p><b>Focus writing outcomes</b> Extended writing Non- Chronological report Third person and present tense Organised into sections with headings Relative Clauses Subheadings, columns, bullet points</p>
<p><b>Grammar</b> Past/present perfect tense Perfect/progressive tense Adverbs of possibility</p>	<p><b>Grammar</b> Modal verbs Commas to clarify meaning parenthesis</p>	<p><b>Grammar</b> Converting nouns/adjectives into verbs using suffixes Verb prefixes Relative clauses</p>	<p><b>Grammar</b> Paragraphs around a theme Pronouns/nouns Direct speech</p>	<p><b>Grammar</b> Degrees of possibility using adverbs Linking ideas across paragraphs Parenthesis</p>	<p><b>Grammar</b> Commas to clarify meaning Consolidation</p>
<p><b>Spelling</b> Prefixes Suffixes Yr3-4 CEW -ough words Yr 5 CEW Homophones</p>	<p><b>Spelling</b> Individual spellings -cious/-tious words -cial/-tial words Focus words Focus words Individual spellings</p>	<p><b>Spelling</b> Recap Autumn -able/-ible -ably/-ibly Homophones Yr 5 CEW Individual spellings</p>	<p><b>Spelling</b> Silent letters -ant/-ent -ancy/-ency Homophones Yr 5 CEW Individual spellings</p>	<p><b>Spelling</b> Recap Spring Prefixes Suffixes Homophones Yr 5 CEW Individual spellings</p>	<p><b>Spelling</b> Homophones Apostrophe Adjectives/adverbs Yr 5 CEW Technical language Recap Yr 5 CEW</p>
<p><b>Reading</b>  The Wizards of Once</p>	<p><b>Reading</b>  Nevermoor, the Trials of Morrigan Crow</p>	<p><b>Reading</b>  The Boy at the Back of the Class</p>	<p><b>Reading</b>  The Last Bear</p>	<p><b>Reading</b>  The Queen's Nose</p>	<p><b>Reading</b>  Earth Shattering Events</p>

<p><b>Comprehension</b>  Dragonology  How to Train your Dragon  Life in Tudor Britain  Love Letter from Mary Tudor</p>	<p><b>Comprehension</b>  The House with Chicken Legs  The Wizards of Once  The Polar Bear Explorers' Club  A Boy called Christmas</p>	<p><b>Comprehension</b>  The Wolf Wilder  The Wolves of Willoughby Chase  Whale Boy  Sea World decides to stop Killer Whale  Beetle Boy</p>	<p><b>Comprehension</b>  Beetle Boy  The Boy at the Back of the Class  Who are Refugees and Migrants?  The Jamie Drake Equation</p>	<p><b>Comprehension</b>  Once Upon a Star  Harry Houdini  The Nowhere Emporium  Plague!  The Island of Everything</p>	<p><b>Comprehension</b>  The London Eye Mystery  The Last Chance Hotel  Consolidation</p>
<p><b>Handwriting</b>  Alphabet practice  Sloped writing in letter families  Diagonal join to ascender</p>	<p><b>Handwriting</b>  Diagonal join, no ascender  Diagonal join to an anticlockwise letter  Horizontal join to an ascender</p>	<p><b>Handwriting</b>  Horizontal join no ascender  Horizontal join to an anticlockwise letter  Practice sloped writing</p>	<p><b>Handwriting</b>  Joining f to an ascender  Joining from f, no ascender  Writing a paragraph  Writing speed  Writing speed and legibility</p>	<p><b>Handwriting</b>  Practice size, proportion and spacing  Practice building speed  Practice decorative alphabets  Practice decorative alphabets  Different styles for different purposes</p>	<p><b>Handwriting</b>  Practice writing for speed  Practice writing for fluency  Print alphabet  Practice personal style  Practice personal style  Capital letters</p>

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p data-bbox="103 379 331 406"><b>Narrative (Fiction)</b></p>  <p data-bbox="103 754 416 890"><b>Focus writing outcomes</b> Descriptive language Non-Chronological report Informal letter writing</p>	<p data-bbox="472 379 672 406"><b>Poetry (Fiction)</b></p>  <p data-bbox="472 762 786 1189"><b>Focus writing outcomes</b> Poem for Impact. Developing personification. Write a short synopsis. Write a series about their favourite author. Fronted adverbials. Use co-ordinating and Subordinating conjunctions. Write in the third person.</p>	<p data-bbox="806 379 1030 406"><b>Narrative (Fiction)</b></p>  <p data-bbox="806 770 1104 874"><b>Focus writing outcomes</b> Narrative retelling Range of poetry</p>	<p data-bbox="1131 379 1400 515"><b>Non-Fiction. Explanation – The Workings of a Human Heart.</b></p>  <p data-bbox="1131 770 1433 981"><b>Focus writing outcomes</b> To use organisational devices – headings and diagrams To punctuate bullet points to list information</p>	<p data-bbox="1456 379 1680 406"><b>Narrative (Fiction)</b></p>  <p data-bbox="1456 774 1753 981"><b>Focus writing outcomes</b> Character description Emotive speech Poetry Diary Informal letter</p>	<p data-bbox="1834 379 2058 406"><b>Narrative (Fiction)</b></p>  <p data-bbox="1834 774 2132 909"><b>Focus writing outcomes</b> Play scripts Performance Improvise</p>

**Non-Fiction. Persuasion – Is This The Perfect Trainer?**



**Focus writing outcomes**  
 Descriptive language.  
 Non-Chronological report.  
 Informal letter writing.  
 Use relative clauses.  
 Use language features that persuade.  
 Use hyphenated words.

**Grammar**  
 Subjunctive Form  
 Formal and Informal Language.  
 Active and Passive Verbs  
 Concise Expanded Noun Phrases.  
 Semi-Colons.  
 Colons.

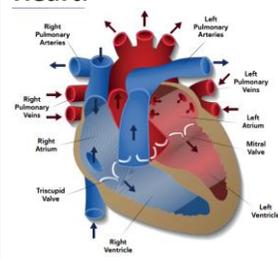
**Non-Fiction. Biographical recount of the life and achievements of al-Razi**



**Focus writing outcomes**  
 Recount events in chronological order.  
 Use a range of layout devices to organise information  
 Use a range of verb forms.  
 Use brackets, dashes or commas to separate parenthesis.  
 Use a range of cohesive devices to link ideas within and across paragraphs

**Grammar**  
 Formal and Informal Language.  
 Formal and Informal Language  
 Antonyms  
 Synonyms and Antonyms  
 Active and Passive Verbs  
 Cohesion across paragraphs

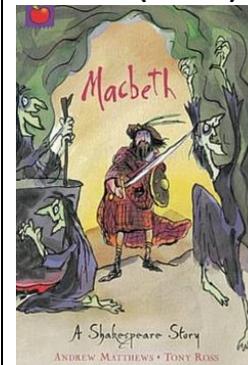
**Non-Fiction. Explanation – The Workings of a Human Heart.**



**Focus writing outcomes**  
 To use organisational devices – headings and diagrams.  
 To punctuate bullet points to list information.

**Grammar**  
 Colons and Semi colons in a list.  
 Hyphens  
 Subject and Object.  
 Active and Passive Verbs  
 Active and Passive Verbs

**Narrative (Fiction)**



**Focus writing outcomes**  
 Balanced argument  
 Newspaper Report  
 Journalistic writing  
 Discussion

**Grammar**  
 Synonyms  
 Antonyms  
 Ellipsis  
 Hyphens  
 Colons  
 Semi-colons

**Non-Fiction. Report- How to Reduce your Carbon Footprint**



**Focus writing outcomes**  
 To evaluate and edit, checking that the subject and verb agree  
 To use a range of cohesive devices to link ideas within and across paragraphs

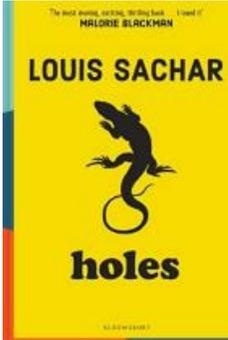
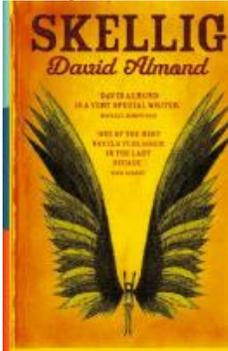
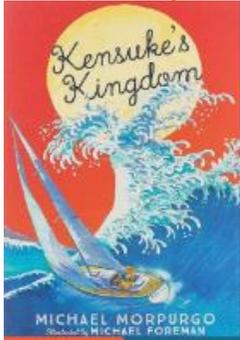
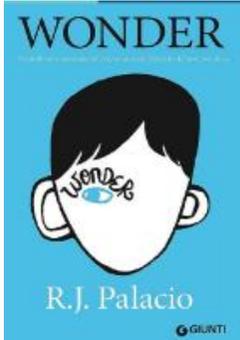
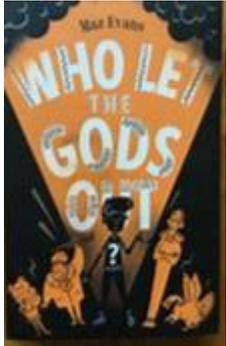
**Grammar**  
 Bullet Points  
 Degrees of possibility  
 Using adverbs  
 Linking ideas across paragraphs  
 Parenthesis

**Narrative (Fiction)**



**Focus writing outcomes**  
 Play scripts  
 Performance  
 Improvise

**Grammar**  
 Consolidation

Colons and semi-colons in lists.	Ellipsis Layout Devices				
<b>Spelling</b> -ant and -ent -tious or -cious Homophones -able or -ible -ough Year 5 and 6 word list Review.	<b>Spelling</b> Year 5/6 words Suffix –fer Challenging words words ending in -gue and –que ‘ch’ makes ‘k’ sound; ‘ch’ makes ‘sh’ sound words from the Year 5/6 word list words from children’s own writing: technical vocabulary.	<b>Spelling</b> Recap Autumn Words from the Year 5/6 word list words from the Year 5/6 word list words ending in -sure and –tur ‘ou’ spells ‘u’,	<b>Spelling</b> words from children’s own writing and Year 3/4 word list role and use of suffixes role and use of suffixes role and use of suffixes -able/-ably and -ible/-ibly endings words from children’s own writing and Year 3/4 word list	<b>Spelling</b> Revise the use of the -ough letter string Review of homophones Review of the use of apostrophes Year 5/6 word list Strategies for spelling in test conditions Etymology	<b>Spelling</b> ‘ei’, ‘eigh’ and ‘ey’; ‘ea’; ‘aigh’ words with the /s/ sound spelled ‘sc’ American and British spelling txtng and splng: what are the rules? a review of English technical vocabulary end-of-year spelling review
<b>Reading</b> Holes 	<b>Reading</b> Skellig 	<b>Reading</b> Kensuke’s Kingdom 	<b>Reading</b> Wonder 	<b>Reading</b> Who Let the Gods Out? 	<b>Reading</b> The Land of Roar 
<b>Comprehension</b> Who Let the Gods Out? To Asgard! Hidden Figures. The British.	<b>Comprehension</b> Tin The Wonderful Wizard of Oz Oz Welcome to Nowhere.	<b>Comprehension</b> What’s So Special about Shakespeare Macbeth	<b>Comprehension</b> Marius the Giraffe Killed at Copenhagen Zoo Evolution Revolution.	<b>Comprehension</b> A Journey to Al-Andalus Baghdad - The Round City Muhammad ibn Musa al-Khwarizm	<b>Comprehension</b> Surprise Piggy Shocker In Courtroom Drama Mr Wolf’s Diary Police Statement

<p>War Horse. Sky Song The Snow Queen Progress Check</p>	<p>Mala Yousazai: Nobel Award Is for All the Voiceless Children. The Crooked Sixpence Cogheart Alice's Adventures in Wonderland The Hunting of the Snark.</p>	<p>Deforestation of Palm Oil. The Explorer The Crooked Sixpence</p>	<p>Charles Darwin: History's Most Famous Biologist. What is Pride Month Journalistic Writing Greek Myths</p>	<p>The Elephant Clock The Tale of the Ebony Horse A Fairy Gruesome Murder</p>	<p>Consolidation</p>
<p><b>Handwriting</b> Crossbar join from t. Looping from g. Looping from j and y. Looping from f. Joining from v,w,x,z. Abbreviations Spacing between words.</p>	<p><b>Handwriting</b> The importance of spacing. The importance of consistent sizing of parallel ascenders and descenders. The importance of closed and open letters. The importance of proportion pen breaks in longer words Annotations Handwriting for different purposes. Choice of handwriting tools</p>	<p><b>Handwriting</b> Fast joined and print letters. Note making. Neat writing Print letters for personal details. Different styles of writing.</p>	<p><b>Handwriting</b> Presentation Decorated capitals Layout Write a book review. Write a book review. Write a book review.</p>	<p><b>Handwriting</b> Practice size, proportion and spacing Practice building speed Practice decorative alphabets Practice decorative alphabets Different styles for different purposes Different styles for different purposes</p>	<p><b>Handwriting</b> Consolidation</p>