



\*\*\*Note- the word section of the National Curriculum will be covered as every class also teaches Assertive Mentoring spellings- therefore these shouldn't need explicitly teaching during writing sessions. Just application of what they learn- spellings within written work.

\*\*\*Note- Handwriting will be taught in specific sessions, so again shouldn't need explicitly teaching in writing sessions but must be modelled correctly at all times. Application to all written work must be encouraged.

Year	Autumn	Spring	Summer
group			
	1. SPaG- GaP Test 1	1. SPaG- GaP Test 3	1. SPaG- GaP Test 5
Year 1	2. SPaG- Capital and lower	2. SPaG- Singular nouns	2. SPaG- Punctuating sentences
	case letters	3. SPaG- Past and present	3. SPaG- Nouns suffix 'es'
	3. SPaG- Verbs	verbs	4. SPaG- Exclamation marks
	4. SPaG- Suffix 'ing'	4. SPaG- Suffix 'ed'	5. SPaG- Capital letters for
	5. SPaG- Finger spaces	5. SPaG- Capital letters for	names of people and places
	6. SPaG- Writing sentences	the days of the week	6. SPaG- Writing question
		6. SPaG- Writing sentences	sentences
	7. SPaG- GaP Test 2		
	8. SPaG- Personal pronoun I	7. SPaG- GaP Test 4	7. SPaG- GaP Test 6
	9. SPaG- Noun suffix 's'	8. SPaG- Plural nouns	8. SPaG- Joining words and
	10. SPaG- Prefix 'un'	9. SPaG- Noun suffix 'es'	clauses using 'and'
	11. SPaG- Capital and full stops	10. SPaG- Compound words	9. SPaG- Suffix 'er'
	12. SPaG- Writing sentences	11. SPaG- Question marks	10. SPaG- Punctuating sentences
		12. SPaG- Sequencing sentences	11. SPaG- Writing stories
			12. SPaG- Writing exclamation
			sentences
	1. SPaG- GaP Test 1	1. SPaG- GaP Test 3	1. SPaG- GaP Test 5
Year 2	2. SPaG- Nouns	2. SPaG- Noun phrases	2. SPaG- Adverbs
	3. SPaG- Vowels and	3. SPaG- Homophones	3. SPaG- Word classes
	consonants	4. SPaG- Forming adjectives	4. SPaG- Coordination
	4. SPaG- Demarcating	using 'full' 'less'	5. SPaG- Apostrophes for
	sentences	5. SPaG- Questions and	possession
	5. SPaG- Forming nouns using	commands	6. SPaG- Past and present
	'ness'	6. SPaG- Sentence writing	tense
	6. SPaG- Punctuating		
	sentences		
		7. SPaG- GaP Test 4	7. SPaG- GaP Test 6
		8. SPaG- Verbs	8. SPaG- Recapping pronouns
	7. SPaG- GaP Test 2	9. SPaG- Singular and plural	9. SPaG- Forming nouns using
	8. SPaG- Adjectives	10. SPaG- Adverbs with 'ly'	'er'
	9. SPaG- Compound words	11. SPaG- Commas in lists	10. SPaG- Progressive tense
	10. SPaG- Adjectives with 'er'	12. SPaG- Changing adjectives	11. SPaG- Apostrophes for
	'est'	into adverbs	contractions

# <u>SPaG</u>

	11. SPaG- Subordination		12. SPaG- Up levelling sentences
	12. SPaG- Statements and		12. 3Pdg- Op levening sentences
	exclamations		
	exclamations		
	1. SPaG- GaP Test 1	1. SPaG- GaP Test 3	1. SPaG- GaP Test 5
Year 3	2. SPaG- Nouns and pronouns	2. SPaG- Verbs	2. SPaG- Prepositions
Jeur 5	for clarity	3. SPaG- Compound nouns	3. SPaG- Prefixes 're' 'sub'
	3. SPaG- Consonants and	4. SPaG- Prefixes 'dis' 'mis' 'un'	'inter'
	vowels	5. SPaG- Subordinating	4. SPaG- Suffixes beginning
	4. SPaG- Suffix 'ly'	conjunctions	with vowels
	5. SPaG- Past tense	6. SPaG- Inverted commas	5. SPaG- Time conjunctions
	6. SPaG- Subordinate clauses		6. SPaG- Paragraphs
		7. SPaG- GaP Test 4	
	7. SPaG- GaP Test 2	8. SPaG- Adverbs- time, place,	7. SPaG- GaP Test 6
	8. SPaG- Adjectives	cause	8. SPaG- Homophones
	9. SPaG- 'A' or 'an'	9. SPaG- Prefix 'in'	9. SPaG- Suffix 'ous'
	10. SPaG- Prefixes 'super' 'anti'	10. SPaG- Suffix 'ation'	10. SPaG- Word families
	'auto'	11. SPaG- Coordinating	11. SPaG- Place and cause
	11. SPaG- Present tense	conjunctions	conjunctions
	12. SPaG- Apostrophes	12. SPaG- Organisational devices	•
	1. SPaG- GaP Test 1	1. SPaG- GaP Test 3	1. SPaG- GaP Test 5
Year 4	2. SPaG- Singular and plural	2. SPaG- Adjectives	2. SPaG- Verb inflections
,	nouns	3. SPaG- Homophones	3. SPaG- Conjunctions to
	3. SPaG- Pronouns	4. SPaG- Commas after fronted	express time and cause
	4. SPaG- Standard English	adverbials	4. SPaG- Suffixes
	5. SPaG- Compound words	5. SPaG- Expanded noun	5. SPaG- Possessive apostrophe
	6. SPaG- Adverbs to express	phrases	6. SPaG- Paragraphs
	time and cause	6. SPaG- Editing and evaluating	
			7. SPaG- GaP Test 6
	7. SPaG- GaP Test 2	7. SPaG- GaP Test 4	8. SPaG- Verb tenses- past
	8. SPaG- Possessive pronouns	8. SPaG- Determiners	9. SPaG- Prefixes
	9. SPaG- Fronted adverbials	9. SPaG- Word families	10. SPaG- Plural possessive
	10. SPaG- Prepositions to	10. SPaG- Prepositional phrases	apostrophe
	express time and cause	11. SPaG- Verb tenses- present	11. SPaG- Subordinate clauses
	11. SPaG- Plural and possessive	12. SPaG- Inverted commas	12. SPaG- Organisational devices
	's'		
	12. SPaG- Commas		
	1. SPaG- Proper nouns	1. SPaG- Prepositions	1. SPaG- Pronouns and
Year 5	2. SPaG- Adverbs of	2. SPaG- More prefixes	possessive pronouns
	possibility	3. SPaG- Coordinating	2. SPaG- Word families
	3. SPaG- Converting Nouns and	conjunctions	3. SPaG- Subordinate clauses
	Adjectives into Verbs-	4. SPaG- Using Inverted	4. SPaG- Writing cohesive
	Suffixes -ate, -ise, -ify	Commas (Changing the	paragraphs
	4. SPaG- Tenses: Past &	Position of the Reporting	5. SPaG- Parenthesis- commas
	Present Progressive and	Clause)	6. SPaG- Homophones
	Present Perfect	5. SPaG- Parenthesis -	
	5. SPaG- Possessive Plural	Brackets	
	Apostrophes	6. SPaG- Commas for Meaning	7. SPaG- GaP Test 5
		and Clarity	

	<ol> <li>SPaG- Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)</li> <li>SPaG- GaP Test 2</li> <li>SPaG- Adverbs</li> <li>SPaG- Degrees of Possibility- Modal Verbs</li> <li>SPaG- Verb Prefixes dis-, de-, mis-, over-, re-</li> <li>SPaG- Verb Inflections &amp; Standard English</li> <li>SPaG- Using Inverted Commas</li> </ol>	<ol> <li>SPaG- Gap Test 4</li> <li>SPaG- Determiners</li> <li>SPaG- More suffixes</li> <li>SPaG- Subordinating conjunctions</li> <li>SPaG- Linking paragraphs with adverbials</li> <li>SPaG- Direct and indirect (reported) speech</li> </ol>	<ol> <li>SPaG- Adverbials/ fronted adverbials</li> <li>SPaG- Dictionary work</li> <li>SPaG- Relative clauses</li> <li>SPaG- Editing and evaluating</li> <li>SPaG- Parenthesis- dashes</li> </ol>
Year 6	<ol> <li>SPaG- GaP Test 1</li> <li>SPaG- Noun phrases</li> <li>SPaG- Modal Verbs and Subjunctive Mood</li> <li>SPaG- Suffixes - Nouns and Adjectives to Verbs</li> <li>SPaG- Relative clauses</li> <li>SPaG- Commas</li> </ol>	<ol> <li>SPaG- GaP Test 3</li> <li>SPaG- Synonyms and antonyms</li> <li>SPaG- Adverbs to show possibility</li> <li>SPaG- Root words</li> <li>SPaG- Hyphens</li> <li>SPaG- Coordinating conjunctions</li> </ol>	<ol> <li>SPaG- GaP Test 5</li> <li>SPaG- Direct and reported speech</li> <li>SPaG- Active and passive</li> <li>SPaG- Semi-colons, Colons and Dashes to Mark Clauses</li> <li>SPaG- Formal and Informal Speech and Vocabulary</li> <li>SPaG- Layout devices</li> </ol>
	<ol> <li>SPaG- GaP Test 2</li> <li>SPaG- Pronouns and possessive pronouns</li> <li>SPaG- Adverbs to show frequency</li> <li>SPaG- Prefixes</li> <li>SPaG- Colons in lists</li> <li>SPaG- Subordinating conjunctions and clauses</li> </ol>	<ol> <li>SPaG- GaP Test 4</li> <li>SPaG- Subject and object</li> <li>SPaG- Ambiguity</li> <li>SPaG- Hyphenated Compound Words</li> <li>SPaG- Bullet points</li> <li>SPaG- Perfect Form of Verbs to Mark Relationships of Time and Cause</li> </ol>	<ol> <li>SPaG- GaP Test 6</li> <li>SPaG- Verb tenses</li> <li>SPaG- Editing and evaluating</li> <li>SPaG- Parenthesis - Brackets, Commas and Dashes</li> <li>SPaG- Formal and Informal Writing</li> <li>SPaG- Cohesion Across Paragraphs</li> </ol>

# <u>Writing</u>

	Autumn	Spring	Summer
Year 1	Autumn 1	Spring 1	Summer 1
, 64, 1	Recount (News- Summer/	<u>Recount (Recap)</u> (News-	Letters and Description
	Weekend/ Coming back to School)	Christmas)	(Hamilton Trust Unit of Work.
	1. Saying out loud what they are going to write about	1. Composing a sentence	Year 1 Spring Non-Fiction 3.
		orally before writing it	Main Text- "Mr Postmouse's
	2. How words can combine to	Capital letters for the	Rounds- link to topic)
	make sentences.	personal <b>pronoun</b> I	1. Composing a sentence
			orally before writing it
	Labels, lists and signs (Hamilton		2. Sequencing sentences
	Trust Unit of Work. Year 1 Autumn	Poem with pattern and rhyme	to form short
	Non-Fiction 1. Main Texts- "Not a	(Rhyming pattern AABB-Topic	narratives.
	Stick" and "Billy's Bucket")	theme examples here	
	3. Saying out loud what they	https://www.familyfriendpoems.com/collection/aabb- rhyme-scheme/)	Poems about Nature
	are going to write about	2. Composing a sentence	(Hamilton Trust unit of Work.
	4. How words can combine to	orally before writing it	Year 1 Summer Poetry 1. Main
	make sentences.	3. Introduction to capital	Texts- "Daffodils" and
		letters and full stops to	"Who?")
	Poem with pattern and rhyme	demarcate <b>sentences</b>	3. Composing a sentence
	(Hamilton Trust Unit of Work. Year		orally before writing it
	1 Autumn Poetry 2. List of poems	Fairy tale character	4. Read aloud their
	provided on plan e.g. "Pussy cat,	description (Take inspiration	writing clearly enough
	pussy cat" and "Polly put the Kettle	from Hamilton Trust Unit of	<mark>to be heard by their</mark>
	on")	Work. Year 1 Summer Fiction 1.	<mark>peers and the teacher.</mark>
	5. Saying out loud what they	Main texts- "Cinderella" and	
	are going to write about	"Snow White")	<u>Story in a familiar setting</u>
	6. How <b>words</b> can combine to	<ol> <li>Composing a sentence</li> </ol>	(Hamilton Trust Unit of Work.
	make sentences.	<mark>orally before writing it</mark>	Year 1 Autumn Fiction 2. Main
	Separation of <b>words</b> with	5. Introduction to capital	Texts- "Knuffle Bunny"
	spaces	letters and full stops to	"Dogger" and "Little Penguin
	Autumn 2	demarcate sentences	Lost") 5. <mark>Composing a sentence</mark>
	<u>Autumn 2</u> Recount (Recap) (News- Half term/	Capital letters for the	<ol> <li>Composing a sentence orally before writing it</li> </ol>
	Weekend)	days of the week	6. Sequencing sentences
	1. Saying out loud what they	6. Read aloud their writing	to form short
	are going to write about	clearly enough to be heard by their peers	narratives.
	How <b>word</b> s can combine to	and the teacher.	Capital letters for
	make sentences.	und me reacher.	names of people and
	Separation of <b>words</b> with	<u>Spring 2</u>	places
	spaces	<u>Information texts (</u> Hamilton	
	Capital letters for the	Trust Unit of Work. Year 1	
	personal <b>pronoun</b> I	Autumn Non-Fiction 2. Main	<u>Summer 2</u>
		Text- "The Usborne Book of Big	<u>Story in a familiar setting</u>
	<u>Commands (</u> Hamilton Trust Unit of	Machines")	Continue with above.
	Work. Year 1 Autumn Non-Fiction 3.	1. Composing a sentence	1. Sequencing sentences
	Main texts- "What You Shouldn't	orally before writing it	to form short
	Do At School" and "I'm Mad About	2. Introduction to capital	narratives.
	Pizza")	letters and full stops to	Capital letters for
	<ol> <li>Saying out loud what they are going to write about</li> </ol>	demarcate <b>sentences</b>	names of people and places
	are going to write about		places

3.	How <b>word</b> s can combine to	Instru	<b>:tions (Recap)</b> (Take		Introduction of
	make <b>sentences</b> .		tion from last term, link		question marks and
	Separation of <b>words</b> with	•	f instructions to topic- a		exclamation marks to
	spaces		o keep fit/ a recipe/		demarcate <b>sentences</b>
	Capital letters for the	5	vour teeth)	2.	Re-reading what they
	personal pronoun I	,	Composing a sentence		have written to check
			orally before writing it		that it makes sense
Instruc	ctions (Hamilton Trust Unit	4.	Introduction to capital		Read aloud their
	k. Year 1 Spring Non-Fiction		letters and full stops to		writing clearly enough
	texts- "Don't Let the Pigeon		demarcate <b>sentences</b>		to be heard by their
	o Late" and "Don't Let the		Introduction of question		peers and the teacher.
•••	Drive the Bus")		marks to demarcate		
5	Saying out loud what they		sentences	Letters	(Hamilton Trust Unit
	are going to write about		Read aloud their writing		k. Year 1 Summer Non-
5	How <b>word</b> s can combine to		clearly enough to be	-	1. Main Text- "Dear
•••	make sentences.		heard by their peers	Greenp	
	Separation of <b>words</b> with		and the teacher.	•	Composing a sentence
	spaces		and the reacher.	0.	orally before writing it
	Discuss what they have			4	Capital letters for
	written with the teacher or	Poem w	vith pattern and rhyme		names of people and
	other pupils		ng pattern ABAB-		places
		•	/ Spring examples here		Introduction of
Sneaki	ng and Listening	https://ww	w.familyfriendpoems.com/collection/abab-		question marks and
	Performance	rhyme-sche			exclamation marks to
-	vith a pattern (Acrostic	5.	Composing a sentence		demarcate <b>sentences</b>
	Topic/ Christmas/ Winter)		orally before writing it		Joining words and
•	Learn and perform a poem		Introduction to capital		joining <b>clauses</b> using
0.	as a group to the class-		letters and full stops to		and.
	teacher choice		demarcate <b>sentences</b>		Re-reading what they
	reacher choice	1 Oth	ath as a		have written to check
			24 <sup>th</sup> March		that it makes sense
		SHAKE	SPEARE WEEK (TBC)		mut it mukes sense
		- ··		Traditi	<b>onal Poems</b> (Hamilton
		-	ng and Listening		Init of Work. Year 1
			<u>ive Share</u>		r Poetry 2. Main Texts-
		6.	Practise and share part		n's Burning" "Row your
			of their reading book		nd "Oranges and
			with the class	Lemons	-
				5.	Joining <b>words</b> and
					joining <b>clauses</b> using
					and.
					Read aloud their
					writing clearly enough
					to be heard by their
					<mark>peers and the teacher.</mark>
				c	
				-	ng and Listening
				-	tation- Favourite Toy
				6.	Bring a photograph or
					favourite toy to show
					the group, and tell the
					group three things
					about it Choose facts

			that the group cannot see for themselves. As a group, ask and answer appropriate questions about the toy.
Year 2	<u>Autumn 1</u> <u>Recount (Recap)</u> (news- Summer/ Weekend/ Coming back to school) 1. <u>Planning or saying out loud</u> what they are going to write about 2. Use of capital letters, full stops, question marks and	<u>Spring 1</u> <u>Postcards and Letters</u> (Hamilton Trust Unit of Work. Year 2 Autumn Non-Fiction 2. Main Texts- "John Patrick Norman McHennessey" and "Dear Teacher") 1. Writing down ideas	<u>Summer 1</u> <u>Instructions (Recap)</u> (Take inspiration from Autumn unit, link set of instructions to topic- putting on a space suit, launching a rocket, how to survive on another planet) 1. Encapsulating what
	exclamation marks to demarcate sentences. <u>Nonsense poetry</u> (On the Ning Nang Nong/ Hamilton Trust Unit of Work. Year 2 Autumn Poetry 2 "The Owl and The Pussycat") 3. Planning or saying out loud what they are going to write about 4. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Expanded noun phrases for description and specification (eg. the blue butterfly, plain flour, the man on the moon)	and/or key words, including new vocabulary 2. How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command. <u>Modern Poetry</u> (Riddles-toys. Teaching resources on Twinkl and TES) 3. Writing down ideas and/or key words, including new vocabulary 4. How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or	<ul> <li>they want to say, sentence by sentence.</li> <li>How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command. Commas to separate items in list</li> <li><u>Modern Poetry</u> (Shape-topic theme. Teaching resources on Twinkl and TES)</li> <li>Encapsulating what they want to say, sentence by sentence. Correct choice and</li> </ul>
	Traditional story-Character         Description (Inspiration from         Hamilton Trust Unit of Work. Year         2 Autumn Fiction 1. Main Text-         Hamilton Traditional Tales "Ant and         Grasshopper")         5. Planning or saying out loud         what they are going to         write about         6. Use of capital letters, full         stops, question marks and         exclamation marks to         demarcate sentences.	command. Evaluating their writing with the teachers and other pupils Story about the Wild-Setting Description (Inspiration from Hamilton Trust Unit of Work. Year 2 Spring Fiction 3. Main Texts- "Fox" "The Tin Forest" and "The Whale's Song") 5. Writing down ideas and/or key words, including new vocabulary	consistent use of present tense and past tense throughout writing. Story with familiar setting (Character and Setting) (Hamilton Trust Unit of Work. Year 2 Autumn Fiction 2. Main Texts- "A Lion in the Meadow" and "You Choose") 4. Encapsulating what they want to say, sentence by sentence.
	<b>Expanded noun phrases</b> for description and specification (eg. the blue	6. How the grammatical patterns in a sentence indicates if function as a statement, question,	5. Apostrophes to mark where letters are missing in spelling and to mark singular

	butterfly, plain flour, the man on the moon)	exclamation or command. Evaluating their writing with the teachers and
Autum	n 2	other pupils
	ional Story (Hamilton Trust	
	f Work. Year 2 Autumn	Spring 2
	1. Main Text- Hamilton	Story about the Wild
	ional Tales "Ant and	(Hamilton Trust Unit of Work.
	nopper")	Year 2 Spring Fiction 3. Main
1.	Planning or saying out loud	Texts- "Fox" "The Tin Forest"
	what they are going to	and "The Whale's Song")
	write about	1. Writing down ideas
2	Use of capital letters, full	and/or key words,
۵.	stops, question marks and	including new vocabulary
	exclamation marks to	2. How the grammatical
	demarcate sentences.	patterns in a sentence
	Expanded noun phrases for	indicates if function as
	description and	a statement, question,
	specification (eg. the blue	exclamation or
	butterfly, plain flour, the	command.
	man on the moon)	Correct choice and
	Proof -reading to check for	consistent use of
	errors in <b>spelling</b> , grammar	present tense and past
	and punctuation (e.g. ends a	tense throughout
	sentence punctuated	writing.
	correctly)	Read aloud what they
		have written <b>with</b>
Instru	<u>ctions (</u> Hamilton Trust Unit	appropriate intonation
	rk. Year 2 Spring Non-Fiction	to make the <b>meaning</b>
	Text- "Instructions")	clear.
3.	Planning or saying out loud	
	what they are going to	
	write about	
4.	Use of capital letters, full	Information texts (Inspiration
	stops, question marks and	from Hamilton Trust Unit of
	exclamation marks to	Work. Year 2 Summer Non-
	demarcate sentences.	Fiction 1. Main texts- "Harry
	Proof -reading to check for	and the Bucketful of Dinosaurs"
	errors in <b>spelling, grammar</b>	and "Nana, What's an
	and punctuation (e.g. ends a	information text?" Could make
	sentence punctuated	links to information text about
	correctly)	toys)
		3. Writing down ideas
<u>Classic</u>	: Poetry (Hurt No Living	and/or key words,
Thing	by Christina Rosetti-	including new vocabulary
Repeti	tion. Unit of work on TES-	4. Commas to separate
		items in list
£3)	<b>- - - - - - - - -</b>	How the grammatical
•	<mark>Expanded noun phrases</mark> for	
£3)	Expanded noun phrases for description and	<mark>patterns in a sentence</mark>
£3)		patterns in a sentence indicates if function as
£3)	description and	· · · · · · · · · · · · · · · · · · ·

possession in nouns (eg the girl's name) Subordination (using when, if, that, because) and coordination using or, and but)

# <u>Summer 2</u>

### Story with familiar setting

(Hamilton Trust Unit of Work. Year 2 Autumn Fiction 2. Main Texts- "A Lion in the Meadow" and "You Choose")

- Encapsulating what they want to say, sentence by sentence.
- 7. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name) Subordination (using when, if, that, because) and coordination using or, <mark>and but)</mark> Re-reading to check that their writing makes sense and **that** verbs to indicate time are used correctly and consistently, including verbs in the continuous form

<u>Recount - Diary (</u>Hamilton Trust Unit of Work. Year 2 Spring Non-Fiction 2. Main Text- "Diary of a Wombat")

- 8. Encapsulating what they want to say, sentence by sentence.
- 9. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)

Proof -reading to check for errors in **spelling, grammar** and punctuation (e.g. ends a sentence punctuated correctly)

## Speaking and Listening <u>Poetry Performan</u>ce

6. Learners begin by saying the title of their chosen poem and the poet's name. They should then recite their poem, sharing the content with the group.

exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Read aloud what they have written **with** appropriate intonation to make the **meaning** clear.

Classic Poetry (Poor old ladynarrative poetry- link to toys topic.)

> 5. Commas to separate items in list Read aloud what they have written **with** appropriate intonation to make the **meaning** clear.

# 18<sup>th</sup>- 24<sup>th</sup> March SHAKESPEARE WEEK (TBC)

## Speaking and Listening Narrative Share

6. Practise and share part of their reading book with the class

because) and coordination using or, and but) Use of **progressive form of verbs** in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). Re-reading to check that their writing makes sense and <mark>that</mark> verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Subordination (using

when, if, that,

Classic poetry (Escape at Bedtime by Robert Louis Stevenson-description)

10. Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Speaking and Listening Presentation- Favourite thing 11. Learners bring in and show listeners a favourite toy or item and tell them about it. For example, they may talk about: a favourite toy; a school certificate: a photograph; a

			possession; something they have made; or a souvenir from a holiday. As a group, ask and answer appropriate guestions.
			questions.
Year	<u>Autumn 1</u>	Spring 1	Summer 1
3	Non-chronological report	Informal Letter (Hamilton	Non Chronological Report
	(Hamilton Trust Unit of Work. Year	Trust Unit of Work. Year 2 and	(Recap- Hamilton Trust Unit of
	3 Autumn Non-Fiction 2. Main	3 Autumn Set A Non-Fiction 2.	Work. Year 3 Spring Non-
	Text- "DK Children's Book of	Main Texts- "Stuck" and "The	fiction 2. Main text- "Harry
	Sport")	Hueys in It Wasn't Me")	Potter")
	1. Discussing writing similar	1. Discussing writing	1. Composing and
	to that which they are	<mark>similar</mark> to that which	rehearsing sentences
	planning to write in order to	they are planning to	orally (including
	understand and learn from	write in order to	dialogue), progressively
	its structure, vocabulary	understand and learn	building a varied and
	and grammar Composing and rehearsing	from its structure, vocabulary and	rich vocabulary and an increasing range of
	sentences orally (including	grammar	sentence structures.
	dialogue), progressively	Composing and	2. Headings and sub-
	building a varied and rich	rehearsing sentences	headings to aid
	vocabulary and an	orally (including	presentation
	increasing range of	dialogue), progressively	, Organise paragraphs
	sentence structures.	building a varied and	around a theme. In
	2. Continue to learn how to use	rich vocabulary and an	non-narrative material,
	familiar punctuation e.g. full	increasing range of	using simple
	stops, capital letters,	<mark>sentence structures</mark> .	organisational devices
	exclamation marks, question	2. Use apostrophes for	(e.g. headings and sub-
	marks, to demarcate	contracted form.	<mark>headings)</mark>
	sentences.	Assessing the	Expressing time, place
	Use commas for lists.	effectiveness of their	and cause using
		own and others' writing	prepositions (e.g.
	Modern Poetry (Limerick- teacher	and suggesting	before, after, during,
	personal choice) 3. <mark>Discussing writing similar</mark>	<mark>improvement</mark>	<mark>in, because, of)</mark>
	to that which they are	<u>Classic Poetry</u> (Written in	Instructions (Hamilton Trust
	planning to write in order to	March by William Wordsworth-	Unit of Work. Year 3 Spring
	understand and learn from	rhyming)	Non-fiction 3. Main Text- "The
	its structure, vocabulary	3. Discussing writing	Ink Garden of Brother
	and grammar	similar to that which	Theophane")
	Composing and rehearsing	they are planning to	3. Composing and
	sentences orally (including	write in order to	rehearsing sentences
	dialogue), progressively	understand and learn	orally (including
	building a varied and rich	from its <b>structure</b> ,	<mark>dialogue), progressively</mark>
	vocabulary and an	vocabulary and	building a varied and
	increasing range of	grammar	<mark>rich vocabulary</mark> and an
	sentence structures.	Composing and	increasing range of
	4. <b>Proof-read</b> for spelling and	rehearsing sentences	sentence structures.
	punctuation errors	orally (including	
		<mark>dialogue), progressively</mark>	

	Inaditional stary - fable		building a variad and	A Headings and sub-
	<u> Traditional story – fable</u> Hamilton Trust Unit of Work. Year		building a varied and rich vocabulary and an	<ol> <li>Headings and sub- headings to aid</li> </ol>
	and 4 Autumn Set B Fiction 1.		increasing range of	presentation
	Main Text- "Aesop's Fables")		sentence structures.	Organise paragraphs
<i>'</i>	5. Discussing writing similar	4	Assessing the	around a theme. In
	to that which they are	т.	effectiveness of their	non-narrative material,
	planning to write in order to		own and others' writing	using simple
	understand and learn from		and suggesting	organisational devices
	its structure, vocabulary		improvement	(e.g. headings and sub-
	and grammar		mpiovement	headings)
	6. Composing and rehearsing	Advent	ure story - Myth	Expressing time, place
	sentences orally (including		on Trust Unit of Work.	and cause using
	dialogue), progressively	•	Autumn Fiction 3. Main	prepositions (e.g.
	building a varied and rich		"The Orchard Book of	before, after, during,
	vocabulary and an		Myths" and "Romulus and	in, because, of)
	increasing range of	Remus"	•	m, because, or j
	sentence structures.		) Discussing writing	Modern Poetry (Free verse-
	semence structures.	J.	similar to that which	The Door by Miroslav Holub)
	Autumn 2		they are planning to	5. Composing and
	<u>Traditional story – fable (</u> Continue		write in order to	rehearsing sentences
	as above)		understand and learn	orally (including
	1. Continue to learn how to use		from its structure,	dialogue), progressively
	familiar punctuation e.g. full		vocabulary and	building a varied and
	stops, capital letters,		grammar	rich vocabulary and an
	exclamation marks, guestion	6.	Composing and	increasing range of
	marks, to demarcate	0.	rehearsing sentences	sentence structures.
	sentences.		orally (including	Read aloud their own
	<ol> <li>Use commas for lists.</li> </ol>		dialogue), progressively	writing, to a group or
	Expressing time, place and		building a varied and	the whole class, using
	cause using adverbs (e.g.		rich vocabulary and an	appropriate intonation
	then, next, soon, therefore)		increasing range of	and controlling the
	Proof-read for spelling and		sentence structures.	tone and volume so
	punctuation errors		semence on ucrui co.	that the meaning is
		Spring	2	clear.
1	Instructions and Explanatory		<u>cure story - Myth</u>	
	Texts (Hamilton Trust Unit of		<u>ure story - mytti</u> ie as above	Story with familiar setting
	Work. Year 2/3 Summer Set B.	1.	Use apostrophes for	(Hamilton Trust Unit of Work.
	Non-Fiction 1. Main Text-	L 1.	contracted form.	Year 2/3 Autumn Set A
	'Imaginary Fred")		Use apostrophes for the	Fiction 1. Main Texts- "The
	3. Discussing writing similar		possessive - singular.	Huge Bag of Worries" "Once
	to that which they are		Use of <b>present perfect</b>	Upon an Ordinary School" and
	planning to write in order to		form of <b>verbs</b> instead	"Changes")
	understand and learn from		of the simple past (e.g.	6. Discussing writing
	its structure, vocabulary		He has gone out to play	similar to that which
	and grammar		contrasted with He	they are planning to
	Composing and rehearsing		went out to play	write in order to
	sentences orally (including		Introduction to	understand and learn
	dialogue), progressively		inverted commas to	from its structure,
	building a varied and rich		punctuate direct	vocabulary and
	vocabulary and an		speech.	
	increasing range of	2	speecn. Assessing the	grammar
	sentence structures.	۷.	effectiveness of their	Summer 2
	semence structures.		own and others' writing	
			own and others writing	

4.	Continue to learn how to use		and suggesting	Story v	<u>with familiar setting</u>
	familiar punctuation e.g. full		<mark>improvement</mark>	(Hamilt	on Trust Unit of Work.
	stops, capital letters,		Proposing changes to	Year 2/	<sup>/</sup> 3 Autumn Set A
	exclamation marks, question		grammar and	Fiction	1. Main Texts- "The
	marks, to demarcate		vocabulary to improve		ag of Worries" "Once
	sentences.		consistency	5	n Ordinary School" and
	Use commas for lists.			"Change	•
	Expressing time, place and	Tnstruk	ctions and Explanation	5	Composing and
	cause using adverbs (e.g.		ton Trust Unit of Work.		rehearsing sentences
	then, next, soon, therefore)	•	Autumn Non-fiction 1.		orally (including
	Proof-read for spelling and		exts- see plan. Links to		dialogue), progressively
	punctuation errors		e clips of gameshows)		building a varied and
	punctuation errors		Discussing writing		rich vocabulary and an
Classia	neatory (What is Pinks By	5.	similar to that which		increasing range of
	<u>poetry</u> (What is Pink? By				sentence structures.
	na Rosetti- question and		they are planning to		
	poems)		write in order to		Expressing time, place
5.			understand and learn		and cause using
	to that which they are		from its <b>structure</b> ,		prepositions (e.g.
	planning to write in order to		vocabulary and		before, after, during,
	understand and learn from		grammar.		in, because, of)
	its structure, vocabulary		Composing and	2.	Introduction to
	and grammar		rehearsing sentences		inverted commas to
	Composing and rehearsing		orally (including		punctuate direct
	<mark>sentences orally</mark> (including		dialogue), progressively		<mark>speech.</mark>
	dialogue), progressively		building a varied and		Introduction to
	building a varied and rich		<mark>rich vocabulary</mark> and an		paragraphs as a way to
	vocabulary and an		increasing range of		group related material.
	increasing range of		<mark>sentence structures</mark> .		Organise paragraphs
	sentence structures.	4.	Use apostrophes for		around a <b>theme</b> . In
	Continue to learn how to use		contracted form.		narratives, creating
	familiar punctuation e.g. full		Use apostrophes for the		settings, characters
	stops, capital letters,		possessive – singular.		and plot.
	exclamation marks, question		Assessing the		
	marks, to demarcate		effectiveness of their		
	sentences.		own and others' writing	Classic	<b>poetry</b> (Pleasant
	Proof-read for spelling and		and suggesting		by John Clare-
	punctuation errors		improvement	descrip	
			Proposing changes to		Composing and
Sneaki	ng and Listening		grammar and	0.	rehearsing sentences
	Performance		vocabulary to improve		orally (including
	Learners begin by giving the		consistency		dialogue), progressively
0.	title of their chosen poem,		consistency		building a varied and
	the poet's name, and a	Madam	<u>n Poetry (Shape poem-</u>		rich vocabulary and an
	detailed reason for their		r personal choice)		
	•				increasing range of
	choice.	5.			sentence structures.
	They should then recite		similar to that which		Read aloud their own
	their poem to the group		they are planning to		writing, to a group or
	sharing the content		write in order to		the whole class, using
	enthusiastically.		understand and learn		appropriate intonation
	Ask and answer questions.		from its <b>structure</b> ,		and controlling the
			vocabulary and		tone and volume so
			<mark>grammar</mark>		that the meaning is
					<mark>clear.</mark>

Year	Autumn 1	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvement <u>18<sup>th</sup>- 24<sup>th</sup> March</u> SHAKESPEARE WEEK (TBC)         Speaking and Listening Narrative Share         6.         Learners begin by introducing their chosen book and saying why they like it, before reading a prepared passage. Ask and answer questions.	Formal Letter (Hamilton Trust Unit of Work. Year 2/ 3 Autumn Set B Non-Fiction 2. Main Text- "Dreams of Freedom")4. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.5. Introduction to paragraphs as a way to group related material. Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of) Expressing time, place and cause using conjunctions (e.g when, before, after, while, so, because)Speaking and Listening Presentation- Favourite game to play with friends6. Learners talk about a game and explain how it works. They should bring in an item related to their talk and show it to the group. Ask and answer questions.
4	<u>Recount - Newspaper report</u>	Persuasive - Advert (Hamilton	Discussion balanced argument
	(Charlie and the Chocolate factory-	Trust Unit of Work. Year 4	<u>(fact and opinion) (</u> Take
		Spring Non-fiction 3. Main	inspiration from Hamilton

new chocolate launched- reading	1
display)	

- 1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- 2. Use of paragraphs to organise ideas around a theme **Proof-read** for spelling and punctuation errors

### <u>Poetry with a theme</u> (Animals/ Iron Age)

- 3. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Proof-read for spelling and punctuation errors

<u>Writing a character description</u> (Inspiration from Hamilton Trust Unit of Work. Year 4 Autumn Fiction 4. Main Text- "The Hole")

5. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Texts- "Where the Forest meets the Sea" and "The Vanishing Rainforest")

- 1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 2. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Fronted adverbials (e.g. Later that day, I heard the bad news) Assessing the effectiveness of their own and others' writing and suggesting improvement

Modern Poetry (Free verseteacher personal choice)

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 4. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvement

Trust Unit of Work. Year 3/4 Sumer Set B Non-Fiction 1. Main Texts- "Zoo" "Rainbow Bear" and "Ice Bear")

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 2. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud their own **writing**, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<u>Classic poetry</u> (The Language of Cat by Rachel Rooneyanimal language through action and movements)

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 4. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud their own writing, to a group on the whole class, using

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

 Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
 Proof-read for spelling and punctuation errors

#### <u>Autumn 2</u>

#### Story - Imaginative World

(Hamilton Trust Unit of Work. Year 4 Autumn Fiction 4. Main Text-"The Hole")

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
   Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
   Use of paragraphs to
- organise ideas around a theme Appropriate choice of

pronoun or noun within and across sentences to aid cohesion and avoid repetition. Proof-read for spelling and punctuation errors

<u>Classic Poetry</u> (What are heavy? By Christina Rosetti- question and answer) Fairy Tales and Play script

(Hamilton Trust Unit of Work. Year 4 Spring Fiction 2. Main Texts- "The Princess and the Pea" and "The pea and the Princess")

- 5. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 6. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition <mark>phrases (e.g. the</mark> teacher expanded to: the strict maths teacher with curly hair)

#### <u>Spring 2</u>

Fairy Tales and Play script Continue as above

> Assessing the effectiveness of their own and others' writing and suggesting improvement

## Persuasive - Argument

(Hamilton Trust Unit of Work. Year 4 Summer Non-fiction. Main Texts- "Zoo" "Rainbow Bear" and "Ice Bear")

 Discussing writing similar to that which they are planning to write in order to understand and learn appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### Story with chapters

(Hamilton Trust Unit of Work. Year 3/4 Summer Set A Fiction 1. Main Text- "The Hedgehog")

- 5. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- 6. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use of commas after fronted adverbials. Use of the inverted comma and other punctuation to indicate direct speech (e.g a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, " Sit down!"

#### Summer 2

<u>Story with chapters (</u>continue as above)

1. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

3.	Discussing writing similar		from its <b>structure</b> ,		Organise paragraphs
	to that which they are		vocabulary and		around a theme. In
	planning to write in order to		grammar.		narratives, creating
	understand and learn from	3.	Composing and		settings, characters
	its <b>structure, vocabulary</b>		rehearsing sentences		and plot
	and grammar.		orally (including dialogue),		
	Composing and rehearsing		progressively building a		
	sentences orally (including		varied and rich	Moder	<u>n Poetry</u> (Haiku and
	dialogue), progressively		vocabulary and an	Cinquai	in-mountains and rivers)
	building a varied and rich		increasing range of	2.	Discussing writing
	vocabulary and an		sentence structures.		<mark>similar</mark> to that which
	<mark>increasing range of</mark>		Fronted adverbials (e.g.		they are planning to
	<mark>sentence structures.</mark>		<u>Later that day,</u> I heard		write in order to
	Proof-read for spelling and		the bad news)		<mark>understand and learn</mark>
	punctuation errors		Use of commas after		from its <b>structure</b> ,
			fronted adverbials.		vocabulary and
			Organise paragraphs		grammar.
			around a theme. In non-	3.	Composing and
Recour	<b>nt</b> – <b>Diary</b> (Inspiration from		narrative material, using		rehearsing sentences
Hamilt	on Trust Unit of Work. Year		simple organisational		orally (including
4 Sprir	ng Non-fiction 1. Main Text-		devices (e.g. headings and		dialogue), progressively
"Little	Mouse's Big Book of Fears")		sub-headings)		building a varied and
4.	Discussing writing similar		Proposing changes to		rich vocabulary and an
	to that which they are		grammar and vocabulary		increasing range of
	planning to write in order to		to improve consistency		sentence structures.
	understand and learn from		including the accurate use		Read aloud their own
	its <b>structure, vocabulary</b>		of pronouns in sentences.		writing, to a group or
	and grammar.				the whole class, using
5.	Composing and rehearsing				appropriate intonation
	sentences orally (including	Poetr	<u>y with a theme</u> (Romans/		and controlling the
	dialogue), progressively	The V	Vorld)		tone and volume so
	building a varied and rich	4.	Discussing writing similar		that the meaning is
	vocabulary and an		to that which they are		<mark>clear.</mark>
	<mark>increasing range of</mark>		planning to write in order		
	<mark>sentence structures.</mark>		to <mark>understand and learn</mark>		
	Fronted adverbials (e.g.		from its <b>structure</b> ,	Forma	<u>Letter (</u> Hamilton
	<u>Later that day, I heard the</u>		vocabulary and	Trust	Unit of Work. Year 5
	bad news)		grammar.	Summe	er Non-Fiction 1. Main
	Use of paragraphs to	5.	Composing and	Text-	"Letters of Note")
	organise ideas around a		rehearsing sentences	4.	Discussing writing
	theme		orally (including dialogue),		<mark>similar</mark> to that which
	Appropriate choice of		progressively building a		<mark>they are planning to</mark>
	<b>pronoun</b> or noun within and		varied and rich		<mark>write in order to</mark>
	across <b>sentences</b> to aid		vocabulary and an		<mark>understand and learn</mark>
	cohesion and avoid		increasing range of		from its <b>structure</b> ,
	repetition.		sentence structures.		vocabulary and
	Proof-read for spelling and		Assessing the		grammar.
	punctuation errors		effectiveness of their	5.	Composing and
			own and others' writing		rehearsing sentences
			and suggesting		orally (including
<u>Speaki</u>	ng and Listening		improvement		dialogue), progressively
Poetry	Performance				building a varied and
					rich vocabulary and an

	<ul> <li>6. Learners begin by giving the title of their chosen poem, the poet's name, and a detailed reason for their choice.</li> <li>They should then recite their poem to the group sharing the content enthusiastically.</li> <li>Ask and answer questions.</li> </ul>	<ul> <li><u>18<sup>th</sup>- 24<sup>th</sup> March</u></li> <li><u>SHAKESPEARE WEEK (TBC)</u></li> <li><u>Speaking and Listening</u></li> <li><u>Narrative Retell</u></li> <li>6. Learners begin by introducing their chosen book and saying why they like it, before reading a prepared passage.</li> <li>Ask and answer questions.</li> </ul>	increasing range of sentence structures. Use of commas after fronted adverbials. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Apostrophes to mark plural possession (e.g. the girl's name, the girls' names.) Read aloud their own writing, to a group on the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
			<u>Presentation- Career</u> 6. Children share their presentation that they have prepared at home. Ask and answer questions.
Year 5	Autumn 1Non-chronological report (Twinkl Unit Year 5 Report Writing: Non- Chronological Report Model/Example Text Pack)1.Noting and developing initial ideas, drawing on reading and research where necessary.2.Devices to build cohesion within a paragraph (e.g. then, after that, after this, firstly).Proof-read for spelling and punctuation errors	Spring 1Story from a different viewpoint (double slot) (ThreeLittle Pigs- The True Story ofthe Three Little (clip onyoutube by Jon Sciezka)-comparison of different views-pigs and wolf. Apply same ideato Little Red Riding Hood- thewolf side of the story)1. Identifying theaudience for andpurpose of the writing,selecting theappropriate form andusing other similar	Summer 1 Explanation (Powerpoint and text examples on Twinkl. Use to teach and children write own linked to another subject e.g. Greeks or Earth and Space) 1. Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining) 2. Read aloud their own writing, to a group or
	<u>Modern Poetry</u> (Granny Is by Valerie Bloom and Song for a Banjo Dance by Langston Hughes- other cultures)	using other similar writing as models for their own. 2. <u>Indicating degrees of</u> <u>possibility</u> using <b>adverbs</b> (e.g. perhaps, surely) or	writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so

3. Noting and developing	<mark>modal verbs</mark> (e.g. might,	that the meaning is
initial ideas, drawing on	should, will, must).	clear.
reading and research	3. Use of commas to	
where necessary.	clarify meaning or avoid	
4. Proof-read for spelling	ambiguity.	<u>Modern poetry</u> (Nonsense
and punctuation errors	4. Linking ideas across	poem- An Alphabet by Edward
	paragraphs using	Lear-link to Stoke language)
Mapping out a fable/ story	adverbials of time (e.g.	3. Composing and
opening	later) place (e.g. nearby)	rehearsing sentences
(Twinkl Y5 Story Writing:	and number (e.g.	orally (including
Traditional Model/ Example Text	secondly) or tense	dialogue), progressively
"The Pheasant and the Fire Ant")	choices (e.g. he had seen	building a varied and
5. Noting and developing	her before).	rich vocabulary and an
<mark>initial ideas</mark> , drawing on	Ensuring the consistent	increasing range of
reading and research	and correct use of tense	sentence structures.
where necessary.	through a piece of writing.	4. Read aloud their own
6. Devices to build		writing, to a group or
<mark>cohesion</mark> within a		the whole class, using
paragraph (e.g. then,	<u>Choral Poetry (</u> Ideas on	appropriate intonation
after that, after this,	Hamilton Trust Y6 Autumn	and controlling the
<mark>firstly).</mark>	Poetry 1. Search Choral and	tone and volume so
	Performance poetry- links to	<mark>that the meaning is</mark>
<u>Autumn 2</u>	fairy tales. Opportunity for	clear.
Writing a fable (Continue as	group writing and performance)	
above)	5. Identifying the	<u>Story - Myth</u>
1. Using the <b>perfect form</b> of	audience for and	(Twinkl KS2 Myths and
verbs to mark relationships	purpose of the writing,	Legends Story Writing
of time and cause. (E.g. I	selecting the	Resource Pack, linking to TH
have known my best friend	appropriate form and	resources on Perseus and
since we met in Y1)	using other similar	Medussa)
2. Selecting appropriate	writing as models for	5. In writing narratives,
grammar and vocabulary,	their own.	considering how
understanding how such	6. Assessing the	authors have
	effectiveness of their	
choices can change and		developed characters
enhance meaning.	<mark>own and others' writing</mark>	and <b>setting</b> s in what
Proposing changes to		pupils have read,
grammar and vocabulary to	Spring 2	listened to or seen
enhance effects and clarify	Recount (newspaper report	performed.
meaning	notetaking) (Inspiration from	6. Ensuring correct
	Hamilton Trust Unit of Work.	subject and verb
	Year 5 Spring Non-Fiction 2.	agreement when using
	Main Text- "Tuesday")	singular and plural
Instructions and explanations	1. Identifying the	distinguishing between
(Hamilton Trust Unit of Work. Year	audience for and	the language of speech
5 Autumn Non-fiction 2. Main	purpose of the writing,	and writing and
Texts in resources)	selecting the	choosing the
<ol><li>Noting and developing</li></ol>	appropriate form and	appropriate register.
<mark>initial ideas</mark> , drawing on	using other similar	
reading and research where	writing as models for	Summer 2
necessary.	their own.	Story - Myth (Continue as
4. Using the <b>perfect form</b> of	2. Assessing the	above)
verbs to mark	effectiveness of their	7. In narratives,
relationships of time and	own and others' writing	describing settings,
relationships of time and	will and others withing	acochoing serrings,

<u>Recount (newspaper report)</u>
(As above- extended piece of
writing)
3. Identifying the
audience for and
purpose of the writing,
selecting the
appropriate form and
using other similar
writing as models for
their own.
4. Indicating degrees of
<mark>possibility</mark> using <b>adverbs</b>
<mark>(e.g. perhaps, surely) or</mark>
<mark>modal verbs</mark> (e.g. might,
<mark>should, will, must).</mark>
Use of <b>commas</b> to
clarify meaning or avoid
ambiguity.
Linking ideas across
paragraphs using
adverbials of time (e.g.
later) place (e.g. nearby)
and number (e.g.
secondly) or tense
choices (e.g. he had seen
her before).
Ensuring the consistent
and correct use of
tense through a piece of
writing.
wirning.
<u>Classic poetry</u> (The Mock
Turtle's Song by Lewis Carroll-
performance poetry)
5. Identifying the
audience for and
purpose of the writing,
selecting the
appropriate form and
<mark>using other similar</mark>
<mark>writing as models for</mark>
<mark>their own.</mark>
Ensuring the <b>consistent</b>
and correct use of
<b>tense</b> through a piece of
writing.
Assessing the
effectiveness of their
own and others' writing
18 <sup>th</sup> - 24 <sup>th</sup> March

characters and atmosphere and integrating dialogue to convey character and advance the action. Brackets, dashes or commas to indicate parenthesis.

8. **Relative clauses** beginning with who, which, where, when, whose, that or an omitted relative pronoun.

<u>Classic poetry</u> (The Way through the Woods by Rudyard Kipling- mood and atmosphere)

> 9. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### <u>SMW Unit of Work- The</u> <u>Tempest</u>

SMW guidance
 SMW guidance

Speaking and Listening Presentation- History/ Science/ Geography

> 12. Children share their presentation that they have prepared at home. Give and receive positive and developmental feedback.

-	<u>Autumn 1</u>	Speaking and ListeningNarrative Share6. Practise and share in front of the class, part of their reading book that contains dialogue. They must also introduce the book, stating which character they would like to talk to. Give and receive positive and developmental feedback.	
-	Autumn 1		
-		<u>Spring 1</u>	Summer 1
	<ul> <li><u>Autobiography</u> (Hamilton Trust Unit of Work. Year 5 Autumn Fiction 2. Main Texts- "Boy" and "Going Solo")         <ol> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs Using expanded noun phrases to convey complicated information concisely.</li> </ol> </li> <li>Proof-read for spelling and punctuation errors</li> </ul>	Spring 1Stanley HeadPersuasive argument (link toWar Horse- class author novelTH resources)1.Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Ensuring the consistent and correct use of tense through a piece of writing.2.Assessing the effectiveness of their own and others' writing	Summer 1 SATS Poetry (Hyena by Edwin Morgan- free verse) 1. Use of semi-colon, colon or dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up). Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Narrative story with flash
			back (Hamilton Trust Unit of
-	Long established poem (The Rain	Formal letter (link to War	Work. Year 5 and 6 Spring Set
	on the Roof by Coates Kinney) 3. <b>Noting</b> and <b>developing</b>	Horse- class author novel TH resources)	B Fiction 1. Main Texts- "Harry Potter")
	3. Noting and developing initial ideas, drawing on reading and research where necessary.	3. Identifying the audience for and purpose of the writing,	2. In writing narratives, considering how authors have
	4. Using a wide range of devices to build cohesion within and across paragraphs Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	selecting the appropriate form and using other similar writing as models for their own. 4. Ensuring the consistent and correct use of tense through a piece of writing.	developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describing settings, characters and atmosphere and

Proposing changes to	Assessing the	<mark>integrating dial</mark>
grammar and vocabulary to	effectiveness of their	convey charact
enhance effects and clarify	<mark>own and others' writing</mark>	advance the ac
meaning		3. Use of <b>passive</b>
	Spring 2	affect the
	Discussion balanced argument	presentation of
	(Hamilton Trust Unit of Work.	information in a
<u>Sci-Fi Story (</u> Twinkl Year 6 Sci-Fi	Year 5 Spring Non-Fiction 1.	<mark>sentence</mark> (e.g. a
Unit. Use extracts from Dr Who,	Main Theme- CCTV cameras)	broke the windo
Star Wars	1. Identifying the	the greenhouse
https://www.literacywagoll.com/sci-	audience for and	Passive: The wi
fi.html)	purpose of the writing,	the greenhouse
5. Noting and developing	selecting the	broken by me).
initial ideas, drawing on	appropriate form and	4. Use of semi-col
reading and research where	using other similar	colon or dash to
necessary.	writing as models for	the boundary be
6. Linking ideas across	their own.	independent cla
paragraphs using a wider	The difference between	(e.g. it's raining
range of cohesive devices:		
	structures typical of	<mark>fed up).</mark>
Repetition of a <b>word</b> or	informal speech and	Cummon 2
phrase, grammatical	structures appropriate	Summer 2
connections (e.g. the use of	for formal speech and	Narrative story with 1
adverbials such as on the	writing (e.g. the use of	<u>back (</u> as above)
other hand, in contrast or	question tags: He's your	1. Ensuring correc
as a consequence and	friend, <u>isn't he</u> ? Or the	subject and ve
<mark>ellipsis.</mark>	use of subjunctive form	agreement whe
	<mark>such as: If I were you</mark>	singular and plu
<u>Autumn 2</u>	or Were they to come	distinguishing b
<u>Sci-Fi Story (</u> continue as above)	In some very formal	the language of
1. Using a wide range of	writing and speech.	and writing and
devices to build cohesion	2. Ensuring the consistent	choosing the
within and across	and correct use of	<mark>appropriate reg</mark>
paragraphs	<b>tense</b> through a piece of	
Using <b>expanded noun</b>	writing.	<u>Change narrative to pl</u>
<mark>phrases</mark> to convey	Assessing the	<u>script (</u> Use stories wri <sup>.</sup>
complicated information	<mark>effectiveness of their</mark>	from above unit)
concisely.	<mark>own and others' writing</mark>	2. In narratives,
<ol><li>Proof-read for spelling and</li></ol>		describing setti
punctuation errors	Explanation (link to science)	characters and
Proposing changes to	<ol><li>Identifying the audience</li></ol>	atmosphere and
grammar and vocabulary to	for and <b>purpose</b> of the	integrating dia
enhance effects and clarify	writing, selecting the	convey charact
meaning	appropriate form and	advance the ac
	using other similar	3. Use of <b>passive</b>
	writing as models for	affect the
	their own.	presentation of
Biography (Hamilton Trust Unit of	Using further	information in a
Work. Year 5 Autumn Fiction 2.	organisational and	<mark>sentence</mark> (e.g. a
Main Texts- "Boy" and "Going Solo")	presentational devices to	broke the wind
3. Noting and developing	structure text and to	the greenhouse
initial ideas, drawing on	guide the reader (eg.	Passive: The wi
reading and research where		
TRADUNA AND PREPAREN WINDER	headings, bullet points,	the greenhouse
necessary.	underlining)	<mark>broken by me).</mark>

<mark>4.</mark>	Selecting appropriate	4	. Layout devices (e.g.		Use of semi-colon,
	grammar and vocabulary,		headings, sub-headings,		colon or dash to mark
	understanding how such		columns, bullets, tables		the boundary between
	choices can change and		to structure text.		independent clauses
	enhance meaning.		Use of colon to		(e.g. it's raining; I'm
	How hyphens can be used to		introduce a list and use		<mark>fed up).</mark>
	avoid ambiguity (e.g. man-		of semi colon within		Read aloud their own
	eating shark versus man		lists		writing, to a group or
	eating shark, or re-cover		Punctuation of bullet		the whole class, using
	versus recover).		points to list		appropriate intonation
	Proof-read for spelling and		information		and controlling the
	punctuation errors				tone and volume so
	Proposing <b>changes to</b>	Form	<u>al letter (</u> letter of		that the meaning is
	grammar and vocabulary to	comp	laint-possible link to		<mark>clear.</mark>
	enhance effects and clarify	argun	nent work)		
	meaning	5.	Identifying the <b>audience</b>	SMW	Unit of Work- The
			for and <b>purpose</b> of the	Iliad	
			writing, selecting the	4.	SMW guidance
			appropriate form and	5.	SMW guidance
Classic	: Poem (Jabberwocky by		using other similar		5
Lewis	Carroll- language play)		writing as models for	Speaki	ing and Listening
	Using expanded noun		their own.		tation- Biggest
	phrases to convey		The difference between	achieve	
	complicated information		structures typical of		Learners talk about
	concisely.		informal speech and		something they have
	Selecting appropriate		structures appropriate		achieved. For example,
	grammar and vocabulary,		for formal speech and		they may talk about:
	understanding how such		writing (e.g. the use of		how they gained a
	choices can change and		question tags: He's your		certificate or a trophy
	enhance meaning.		friend, <u>isn't he</u> ? Or the		they have won, or a
	Proof-read for spelling and		use of <b>subjunctive form</b>		time they felt proud of
	punctuation errors		such as: If I were you or		themselves. They
	Proposing changes to		Were they to come In		should support their
	grammar and vocabulary to		some very formal writing		talk by using a relevant
	enhance effects and clarify		and speech.		visual aid.
	meaning	6.	Ensuring the consistent		Give and receive
			and correct use of tense		positive and
			through a piece of		, developmental
Speaki	ing and Listening		writing.		, feedback.
	y Performance		Assessing the		
-	Learners begin by giving the		effectiveness of their		
	title of their chosen poem		own and others' writing		
	or piece of drama, the				
	author's name, and a	18 <sup>th</sup> -	24 <sup>th</sup> March		
	detailed reason for their		ESPEARE WEEK (TBC)		
	choice.		<u>,                                 </u>		
	They should then recite	Spea	king and Listening		
	their poem or piece of		ative Share		
	drama, sharing the content		1. Practise and share		
	with the group.		in front of the class,		
	Give and receive positive		part of their		
	and developmental		reading book that		
	feedback.		contains dialogue.		
		I		1	

	They must also introduce the book, stating which character they would like to talk to. Give and receive positive and developmental feedback.	
--	--	--