

## English Yearly Plan, Reception

TERM	AUTUMN TERM													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Communication and Listening</b>	<i>Listening, Attention and Understanding</i> Activities that teach children how to listen carefully and understand why this is important.							<i>Listening, Attention and Understanding</i> Activities to introduce 'how' and 'why' questions.						
	<i>Speaking</i> Activities that develop speaking skills in very small groups and with the teacher offering their own ideas and opinions.  General speaking opportunities							<i>Speaking</i> Activities that develop speaking skills to larger groups and the whole class. Talking about work and ideas in small groups or singly. New ambitious vocabulary weekly through 'Drawing Club'.  General speaking opportunities.						
<b>Phonics</b>	Phase 1 and after Baseline Phase 2							Phase 2 sounds 6 Tricky Words						
<b>Writing</b>	Give marks meaning Write own name. Begin to form recognisable letters. Write initial sounds in words							Show developing ability to write sounds in VC and CVC words. Show developing ability to form recognisable taught letters.						
<b>Reading</b>	Talk about pictures and make different Phase 1 sounds.							Read CV and CVC words using Phase 2 sounds. Recognise and read 6 Tricky Words						
<b>Core Rhymes and songs</b>	Wiggle my Fingers Grandma's Specs The Muffin Man Mr Crocodile Hickory Dickory Dingle Dangle Scarecrow 5 Little Leaves							10 Fat Sausages ABC and phonics 5 Currant Buns Grandma, Grandma Christmas Songs						



TERM	SPRING TERM											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Communication and Listening</b>	<i>Listening, Attention and Understanding</i> Activities that encourage the children to retell familiar/traditional stories, with props and pictures at first and then without. In small groups and individually when ready.  <i>Speaking</i> Activities that promote and teach speaking in longer sentences using conjunctions eg and, because. Generalise and use new vocabulary. New ambitious vocabulary weekly through 'Drawing Club'.						<i>Listening, Attention and Understanding</i> Activities which teach the children to understand and answer questions such as who, what, where, when, why and how.  <i>Speaking</i> Activities to give children the opportunity to organise, sequence and clarify thinking, ideas and events.  New ambitious vocabulary weekly through 'Drawing Club'.					
<b>Phonics</b>	Phase 3 sounds 11 Tricky Words						Phase 3 recap 11 Tricky Words					
<b>Writing</b>	Securely form 'c family' and 'r family' letters correctly.  Write a range of CVC words using Phase 2 sounds.						Write labels, speech bubble phrases and captions using taught sounds.  Form most lower case letters correctly.  Begin to use finger spaces between words when writing.					
<b>Reading</b>	Read CV and CVCC words using Phase 2 and 3 sounds. Recognise and read 11 Tricky Words						Read longer words using Phase 2 and 3 sounds. Recognise and read 11 Tricky Words					
<b>Core Rhymes and songs</b>	Choosing rhymes This Old Man Solar System Song 5 Little Men in a Flying Saucer						The Animal Fair 5 Speckled Frogs Down in the Jungle BINGO Chika Chika					



TERM	SUMMER TERM											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Communication and Listening</b>	<i>Listening, Attention and Understanding</i> Activities which teach the children to understand and answer questions such as who, what, where, when, why and how. <i>Speaking</i> Activities to give children the opportunity to organise, sequence and clarify thinking, ideas and events. New ambitious vocabulary weekly through 'Drawing Club'.						<i>Listening, Attention and Understanding</i> Activities that promote deeper quality conversations with adults and peers involving back and forth exchanges, longer sentences and ambitious vocabulary.  <i>Speaking</i> Activities that encourage and teach the correct use of tenses in conversations and recounts.  New ambitious vocabulary weekly through 'Drawing Club'.					
<b>Phonics</b>	Phase 4 14 Tricky Words						Phase 4 Recap Tricky Words					
<b>Writing</b>	Write short sentences with some finger spaces using Phase 2 and 3 sounds.  Begin to punctuate sentences with full stops.						Form most lower case and upper case letters correctly. Write short sentences with finger spaces. Begin to use capital letters and full stops to punctuate sentences. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.					
<b>Reading</b>	Read words with consonant clusters of Phase 2 and 3 sounds. Recognise and read 14 Tricky Words						Read words with consonant clusters of Phase 2 and 3 sounds. Recognise and read 14 Tricky Words					
<b>Core Rhymes and songs</b>	There was an Old Woman 10 Green Bottles There was a Princess Long Ago						Pumpkin Pie Songs and Rhymes from Singing Assembly Woodridge Song					

English Yearly Plan, Year 1

TERM	AUTUMN TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	PICTURE BOOK	Lists, labels and captions			Lists, labels and captions			Writing related to good quality picture books			Writing related to good quality picture books			
TEXTS	The Rainbow Fish – Marcus Pfister The tiger who came to tea – Judith Kerr Elmer – David McKee	Traction Man, Pete the cat's new shoes,			The night Pirates, The Snowy Day, Mr Gumpy's Outing,			Coming to England, We're going on a bear hunt,			The Smeds and the Smoos		The Nativity,	
GRAMMAR OBJ	Saying out loud what they are going to write about	Composing a sentence orally before writing it.	Leave spaces between words	Using a full stop	Using a full stop	Using capital letters for names of people and places.	Using capital letters for names of people and places.	Using capital letters for I	Joining words and joining clauses using and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense.	CONSOLIDATION	
SPELLING RULES	The sounds /f/ and /s/, spelt 'ff' and 'ss'.	The sounds 'l' and /k/, /z/ spelt 'll', 'zz' and 'ck'.	Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word.	The sound spelt n before g 'ng'.  The sound spelt n before k 'nk'.	The sound /ch/ spelt 'ch'. The sound /ch/ spelt – 'tch'	The sound v  The /v/ sound at the end of words spelt with 've'.		The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.	The digraphs 'ay' and 'oy' are use for those sounds at the end of words and at the end of syllables.	The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word.	The sound /ee/ spelt 'e' and with the vowel digraph 'ee'	The vowel digraph 'ea'		



TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Narratives: Traditional fairy stories						Narratives: Traditional fairy stories							
TEXTS	Jack and the Bean Stalk			The Three Billy Goats Gruff			The Gingerbread Man							
GRAMMAR OBJECTIVES	Leave spaces between words	Using a full stop	Using a full stop	Using capital letters for names of people and places.	Using capital letters for names of people and places.	Using capital letters for l	Joining words and joining clauses using and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense.	Re-reading what they have written to check that it makes sense.		
SPELLING RULES	The trigraph igh	The vowel digraph 'ar'	The vowel digraph 'er' (unstressed) 'er' (stressed)	The vowel digraph 'ir', 'ur'	Adding -er and -est to adjectives where no change is needed to the root word	Days of the week/ Common Exception Words	The sound /k/ spelt with 'k' not 'c', before e, i and y	The split vowel digraphs 'a-e' and 'e-e'	The split vowel digraphs 'i-e' 'o-e'	The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'	The vowel digraph 'oo' – very few words have oo at the end	The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'		

TERM	SUMMER TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Instructions (Science - plants)			Postcards/emails/messages (Geography – Africa)			Diaries (History – Great Fire of London)			Recounts (Science – animals)				
TEXTS	Aliens love underpants	How to make a sandwich recipe	How to make a party											
GRAMMAR OBJECTIVES	Leave spaces between words	Using a full stop	Using a full stop	Using a full stop for days of the week	Using a full stop for days of the week	Joining words and joining clauses using and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives		
SPELLING RULES	The vowel digraphs 'ow' and 'ou'	Words ending with the sound 'e/' spelt with 'y'	The vowel digraph 'or' and the vowel trigraph 'ore'	The vowel digraphs 'aw' and 'au'	The vowel trigraph 'air' and 'are'		New consonant spelling 'ph' and 'wh'	Adding the prefix -un without any change to the spelling of the root word	Adding s and es to words	Compound words	Read words with contractions (Word reading - English)	Common Exception Words		



## English Yearly Plan, Year 2

TERM	AUTUMN TERM														CONSOLIDATION
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Wk 14	
GENRE	PICTURE BOOK	Lists, labels and captions			Writing related to good quality picture books			Non-chronological reports (Science)			Poetry (shape and list poetry)				
TEXTS	The Rainbow Fish – Marcus Pfister The tiger who came to tea – Judith Kerr Elmer – David McKee	Stanley's Stick – John Hegley Toys in Space – Mini Grey The Pirates Next Door – Jonny Duddle			That Rabbit belongs to Emily Brown – Cressida Cowell Pirates love Underpants – Claire Freedman										
GRAMMAR OBJECTIVES		Use capital letters and full stops to demarcate sentences. Nouns verbs	Use capital letters and full stops to demarcate sentences. Adjectives Use noun phrases and expanded noun phrases for description and specification e.g. the man in the moon.	Use capital letters and full stops to demarcate sentences.  Expanded noun phrases for description and specification e.g. the man in the moon.  Use commas to separate items in a list.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Coordinating conjunctions (and, or, but)	Subordinating conjunctions (when, if, that, because)	Correct and consistent use of the present tense throughout writing.	Use commas to separate items in a list. Expanded noun phrases for description and specification e.g. the man in the moon.	Use commas to separate items in a list.  Expanded noun phrases for description and specification e.g. the man in the moon.	learning to spell common exception words		
SPELLING RULES	The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	The sounds /r/ spelt 'wr' at the beginning of words	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u	learning to spell common exception words  Common Exception Words		The sound /l/ spelt with '-le' at the end of words	The sound /l/ spelt with '-el' at the end of words	The sound /l/ spelt with '-il' at the end of words	The sound /gh/ spelt with '-y' at the end of words	Adding –ies to nouns and verbs ending in -y	Common Exception Words		

TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Informal letters			Auto-biographies			Narratives: Twisted Fairy Stories			Narratives: Twisted Fairy Stories				
TEXTS	Dear Teacher by Amy Husband						Three Little Pigs Little Red Riding Hood Honestly Red Riding Hood was Rotten Jack and the Beanstalk Jack and the Baked Beanstalk							
GRAMMAR OBJECTIVES	Use question marks	Revise full stops and capital letters. Use exclamation marks to demarcate sentences.	Apostrophes to mark where letters are missing in spelling.	Use the possessive apostrophe to mark singular possession in nouns e.g Florence Nightingale's hospital	Correct and consistent use of the past tense throughout writing.	Assess and review	Correct and consistent use of the past tense throughout writing.	Coordinating conjunctions (and, or, but)	Subordinating conjunctions (when, if, that, because)	Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i> )	Formation of adjectives using suffixes such as <i>-ful, -less</i> .	Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs		
SPELLING RULES	Adding <i>-ed, -er</i> and <i>-est</i> to a word ending in <i>-y</i> with a	Adding <i>-ing</i> to a word ending in <i>-y</i> with a consonant before it	Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a	Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant	The sound <i>/or/</i> spelt 'a' before l or ll	Learning to spell common exception words  Common Exception Words	The sound <i>/u/</i> spelt with 'o'	The sound <i>/ee/</i> spelt with 'ey'	The <i>/o/</i> sound spelt with 'a' after w and qu	The stressed <i>/er/</i> spelt with 'or' after w and the sound <i>/ or/</i> spelt 'ar' after w	The sound <i>/zh/</i> spelt 's'	Learning to spell common exception words  Common Exception Words		



TERM	SUMMER TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Instructions			Descriptive Writing			Diaries (History – Samuel Pepys, GFOL)			Recounts (based on end of year trip)				
TEXTS				Into The Forest by Anthony Browne										
GRAMMAR OBJECTIVES	To use imperative verbs.	Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn adjectives into <b>adverbs</b>	To use adverbs of time e.g. Firstly, secondly, after that etc.	Regular <b>plural noun suffixes</b> -s or -es [for example, dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun (Y1)	Use of the progressive form of verbs in the past tense to mark actions in progress e.g. he was shouting	Assess and review	Use the possessive apostrophe to mark singular possession in nouns e.g. Florence Nightingale's hospital	To use adverbs of time e.g. Firstly, secondly, after that etc.	Coordinating conjunctions (and, or, but)	Subordinating conjunctions (when, if, that, because)	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly			
SPELLING RULES	The suffixes -ment, -ness and -ful	The suffixes -less and -ly	Words ending in -tion	Contractions	The possessive apostrophe	Common Exception Words	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/time	Months of the year/time	Question words SPaG terms			

## English Plan, Year 3

TERM	AUTUMN TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	PICTURE BOOK	Instructions			Biographies (linked with Art, biography of Stephen Wiltshire)			Diaries			Poetry - riddles			
TEXTS	The Tunnel – Anthony Browne Gorilla – Anthony Browne				Biographies of famous people			Extracts from Diary of a Wimpy Kid Diary of a Killer Cat – Anne Fine						
GRAMMAR OBJECTIVES		<p>Title</p> <p>List of ingredients/ equipment needed</p> <p>Clear layout</p> <p>Chronological order</p> <p>Labelled Diagrams/ pictures</p> <p>Time connectives</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>],</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, <u>a</u>n open box]</p> <p>Adverbs of time</p> <p>Choose nouns or pronouns appropriately for clarity e.g. Mix the <b>sugar and flour</b>, and then add <b>it</b> to the eggs.</p>			<p>Headings and sub-headings to aid presentation</p> <p>Expressing time using <b>conjunctions</b> [for example, <i>before, after</i>]</p> <p>Coordinating conjunctions (and, or, but) (Y2)</p> <p>Subordinating conjunctions (when, if, that, because) (Y2)</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>			<p>Date</p> <p>First Person</p> <p>Chronological Order</p> <p>Paragraphs</p> <p>Past Tense</p> <p>Time connectives</p> <p>Adjectives</p> <p>Expressing time using <b>conjunctions</b> [for example, <i>before, after</i>]</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b></p> <p>Subordinate clauses</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity e.g. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Use conjunctions, adverbs, prepositions to express time e.g. <b>After lunch</b>, she was still hungry because she didn't eat her cupcake.</p> <p>Use the correct form of 'a' or 'an' e.g. <b>A</b> train. <b>An</b> apple.</p>			<p>Title</p> <p>Powerful vocabulary</p> <p>Descriptive language (adjectives, similes, Clear layout</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>Subordinating conjunctions</b>: Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, <u>a</u>n open box]</p>			
SPELLING RULES	Words with the long /e/ / sound spelt with ei	Words with the long /e/ / sound spelt with ey	Words with the long /e/ / sound spelt with ai	Words with // sound spelt with ear	Homophones & near homophones	Homophones & near homophones		Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in 'ie')	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory Spelling Challenge Words	

CONSOLIDATION

CONSOLIDATION



TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Wk 14
GENRE	Non chronological reports – Roman Empire			Descriptive writing			Narratives: Creation Stories (Tinga Tinga tales)			Narratives: Creation Stories (Tinga Tinga tales)				
TEXTS				Iron Man			Why the elephant has a trunk How the zebra got his stripes			How the tortoise got its shell Why bat hangs upside down Why giraffe has a long neck				
GRAMMAR OBJECTIVES	<p>Title</p> <p>Information organised into categories (paragraphs)</p> <p>Clear layout</p> <p>Present tense</p> <p>Third person</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Clear layout</p> <p>Present perfect tense</p> <p>Third person</p> <p>Use the present perfect form of verbs</p> <p>Headings and sub-headings to aid presentation</p> <p>The correct form of 'a' or 'an' eg. A rock, an open box</p> <p>Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (don't)</p> <p>Conjunctions to extend ideas eg. <i>when, if, because, although</i></p> <p>Choosing nouns or pronouns appropriately for clarity and to avoid repetition e.g. David sailed away; he was searching for his next discovery.</p> <p>Form nouns using prefixes e.g. Kind- Unkind</p>			<p>Paragraphs</p> <p>Powerful vocabulary</p> <p>Descriptive language (Adjectives)</p> <p>The correct form of 'a' or 'an' eg. A rock, an open box</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>			<p>Title</p> <p>Clear beginning, middle and end</p> <p>Paragraphs</p> <p>Past Tense</p> <p>Setting</p> <p>Character Development</p> <p>Ambitious vocabulary</p> <p>Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p>Introduction to paragraphs as a way to group related material</p> <p>The correct form of 'a' or 'an' eg. A rock, an open box</p> <p>Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (don't)</p>			<p>Title</p> <p>Clear beginning, middle and end</p> <p>Paragraphs</p> <p>Past Tense</p> <p>Setting</p> <p>Character Development</p> <p>Ambitious vocabulary</p> <p>Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p>Introduction to paragraphs as a way to group related material</p> <p>The correct form of 'a' or 'an' eg. A rock, an open box</p> <p>Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (don't)</p>				
SPELLING RULES	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Creating negative meanings using prefix mis	Creating negative meanings using prefix dis	Words with a /k/ sound spelt with 'ch'	Homophones & Near Homophones	Homophones & Near Homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re-	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with a /sh/ sound spelt with 'ch'	Statutory Spellings Challenge Words		

TERM	SUMMER TERM														
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
GENRE	Informal letters			Persuasive writing local area study			Explanation texts			Recounts (linked with end of year trip).					
TEXTS	Dragon Post – by Emma Yarlett														
GRAMMAR OBJECTIVES	<p>Date</p> <p>First Person</p> <p>Address of the recipient included</p> <p>Introduction Dear...</p> <p>Paragraphs</p> <p>Finish with a closing statement</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity E.g. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Use conjunctions, adverbs, prepositions to express time e.g. <b>After lunch</b>, she was still hungry because she didn't eat her cupcake.</p> <p>Use the correct form of 'a' or 'an' Eg. <b>A</b> train. <b>An</b> apple.</p>			<p>An eye-catching title</p> <p>Main points clearly set out</p> <p>Present tense</p> <p>Summary of main points at the end</p> <p>Present perfect form of verbs eg. <i>He <b>has</b> gone out to play.</i></p> <p>The correct form of 'a' or 'an' eg. <b>A</b> rock, <b>an</b> open box.</p> <p>Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (<b>don't</b>)</p>			<p>Title</p> <p>Clear layout (Sections, paragraphs)</p> <p>Labelled pictures or diagrams</p> <p>Present tense</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Use conjunctions, adverbs and preposition to express time and cause. Eg. <b>Before</b> you add chocolate chips, mix your cookie dough.</p> <p>Use the present perfect form of verbs.</p> <p>Use the correct form of 'a' or 'an'. Eg. <b>A</b> train, <b>an</b> apple.</p> <p>Use word families based on common words (solve, solution, dissolve)</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>			<p>Title that draws the reader in</p> <p>Opening paragraph- including the 5 Ws</p> <p>Chronological order</p> <p>Past tense</p> <p>Paragraphs</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity Eg. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Use conjunctions, adverbs, prepositions to express time Eg. <b>After lunch</b>, she was still hungry because she didn't eat her cupcake.</p> <p>Use the correct form of 'a' or 'an' Eg. <b>A</b> train. <b>An</b> apple.</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>					
SPELLING RULES	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Words ending in the suffix -al	Words ending with an /zhu:/ sound spelt with 'sure'	Words ending with a /chu:/ sound spelt with 'ture'	Words ending with a /chu:/ sound spelt with 'ture'	Silent letters revision	Silent letters revision			



## English Plan, Year 4

TERM	AUTUMN TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	PICTURE BOOK	Descriptive writing			Explanation texts – Water Cycle			Recounts Anglo Saxons			Newspapers (5 Ws) Based on Anglo Saxons			
TEXTS	The Tunnel – Anthony Browne Gorilla – Anthony Browne	Flotsam (A wordless book)												
GRAMMAR OBJECTIVES		<p>Powerful vocabulary</p> <p>Descriptive language (Adjectives, similes)</p> <p>Use the five senses</p> <p>Third person</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>).</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Conjunctions to extend ideas eg. <i>when, if, because, although</i></p> <p>Choosing nouns or pronouns appropriately for clarity and to avoid repetition eg. David sailed away; <b>he</b> was searching for his next discovery.</p> <p>Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path.</p> <p>Difference between plural and possessive s Eg. Twelve apples. The apple's belonged to him.</p>			<p>Title</p> <p>Introduction</p> <p>Clear layout (Sections, paragraphs)</p> <p>Labelled pictures or diagrams</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Present tense</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Extend sentences using conjunctions (when, if because, although) e.g. The train did not depart <b>because</b> the driver was late.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p>			<p>Title that draws the reader in</p> <p>Opening paragraph- including the 5 Ws</p> <p>Chronological order</p> <p>Past tense</p> <p>Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.</p> <p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity Eg. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Know the difference between the plural and possessive –s Eg. Twelve apples. They were his apple's.</p> <p>Use and punctuate fronted adverbials Eg. <b>Suddenly</b>, the game was over and I realised <b>we</b> won.</p> <p>Standard English verb inflections (I did vs I done)</p>			<p>Headlines/subheadings</p> <p>3rd person</p> <p>Past tense</p> <p>Chronological</p> <p>Orientation – 5Ws and how?</p> <p>Witness statements / Quotes</p> <p>Captions</p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>].</p> <p>Use of commas after <b>fronted adverbials</b>.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition E.g. <b>Miss White</b> loves netball, so <b>she</b> plays every Thursday.</p> <p>Difference between plural and possessive –s. e.g. Twelve apples. They were Ben's apples.</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Eg. <b>Miss White</b> loves netball, so <b>she</b> plays every Thursday.</p> <p>Difference between plural and possessive –s. Eg. Twelve apples. They were Ben's apples.</p>			
SPELLING RULES		Words with /aw/ spelt with augh and au	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones & near homophones		Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory Spellings Challenge Words	

CONSOLIDATION

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TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Formal letters			Persuasive writing			Narratives: Fantasy Stories			Narratives: Fantasy Stories				
TEXTS														
GRAMMAR OBJECTIVES	<p>Date</p> <p>First Person</p> <p>Address of the recipient included</p> <p>Introduction Dear...</p> <p>Paragraphs</p> <p>Finish with a closing statement</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity Eg. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Standard English verb inflections (I did vs I done)</p>			<p>An eye-catching title</p> <p>Main points clearly set out</p> <p>Topic sentence openers</p> <p>Present tense</p> <p>Information, reasons and examples to back up each point</p> <p>Summary of main points at the end</p> <p>Fronted adverbials eg. <b>Quickly</b>, she ran away</p> <p>Commas after fronted adverbials eg. <b>Slowly</b>, he crept in</p> <p>Conjunctions to extend ideas eg. <i>when, if, because, although</i></p>			<p>Title</p> <p>Clear beginning, middle and end</p> <p>Paragraphs</p> <p>Past Tense</p> <p>Dialogue</p> <p>Using fronted adverbials and punctuation eg. <b>Quickly</b>, he walked through the market</p> <p>Conjunctions to extend ideas eg. <i>when, if, because, although</i></p> <p>Choosing nouns or pronouns appropriately for clarity and to avoid repetition eg. David sailed away; <b>he</b> was searching for his next discovery.</p> <p>Using and punctuating different speech "I can't take it anymore" he yelled.</p> <p>Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path.</p> <p>Difference between plural and possessive s Eg. Twelve apples. The apple's belonged to him.</p>			<p>Setting</p> <p>Character Development</p> <p>Ambitious vocabulary</p> <p>Descriptive language (Similes)</p> <p>Create an atmosphere</p> <p>Using fronted adverbials and punctuation eg. <b>Quickly</b>, he walked through the market</p> <p>Conjunctions to extend ideas eg. <i>when, if, because, although</i></p> <p>Choosing nouns or pronouns appropriately for clarity and to avoid repetition eg. David sailed away; <b>he</b> was searching for his next discovery.</p> <p>Using and punctuating different speech "I can't take it anymore" he yelled.</p> <p>Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path.</p> <p>Difference between plural and possessive s Eg. Twelve apples. The apple's belonged to him.</p>				
SPELLING RULES	Homophones & Near Homophones	Homophones & Near Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form	Word families based on common words, showing how words are related in form	Statutory Spellings Challenge Words		



TERM	SUMMER TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Non chronological reports			Diaries (non-fiction)			Play scripts			Poetry (Haikus)				
TEXTS														
GRAMMAR OBJECTIVES	<p><b>Title</b> Introduction paragraph Information organised into categories (paragraphs) Sub-headings Clear layout May have pictures or labelled diagrams Present tense Third person</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Eg. <b>Miss White</b> loves netball, so <b>she</b> plays every Thursday.</p> <p>Difference between plural and possessive -s. Eg. Twelve apples. They were Ben's apples.</p>			<p><b>Date</b> First Person Chronological Order Paragraphs Past Tense Time connectives Adjectives Personal tone</p> <p>Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Choose nouns or pronouns for clarity Eg. <b>David</b> was angry, so <b>he</b> stormed off.</p> <p>Use and punctuate fronted adverbials Eg. <b>Suddenly</b>, the game was over and I realised we won.</p> <p>Standard English verb inflections (I did vs. I done)</p> <p>Know the difference between the plural and possessive -s Eg. Twelve apples. They were his apple's.</p>			<p><b>Title</b> Character list Set the scene using a short description of when and where the scene takes place Put the character's name on the left side of the page to show who is speaking Use a colon after the character's name New line for a new speaker Nouns or pronouns to avoid repetition eg. <b>Laura</b> ate the apple. <b>She</b> enjoyed it.</p> <p>Extended noun phrases, including with prepositions eg. <i>The large red bus was on the street.</i></p> <p>Read writing aloud, using appropriate expression, tone and volume so that the meaning is clear.</p>			<p><b>Title</b> Powerful vocabulary Descriptive language (adjectives, similes,) Clear layout Extend sentences using conjunctions (when, if because, although) eg. The train did not depart <b>because</b> the driver was late.</p> <p>Extended noun phrases Eg. The <b>ancient, swaying</b> willow tree shuddered in the wind.</p>				
SPELLING RULES	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix 'not'	Wpdrs ending in -ar/-er	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous- (Words ending in 'e' drop the 'e' but not 'ge')	Adverbials of frequency and possibility	Adverbials of manner		

TERM	AUTUMN TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	PICTURE BOOK	Descriptive writing			Explanation texts			Letters – formal			Recounts			
TEXTS	The Promise – Nicola Davies The Journey – Francesca Sanna Journey – Aaron Becker													
GRAMMAR OBJECTIVES		Paragraphs Powerful vocabulary Descriptive language (Adjectives, similes, metaphors, personification) Use the five senses Use a range of sentence structures Third person Use a thesaurus to expand vocabulary Use expanded noun phrases eg. The flickering torch lit the dark, stony path. Adverbs of time (e.g. Later), place (e.g. Nearby) and number (e.g. Firstly, Finally) Use brackets, dashes and commas to indicate parenthesis			Title Introduction Clear layout (Sections, paragraphs) Topic sentence for each paragraph Paragraph for each key point Labelled pictures or diagrams Subheadings Conclusion Technical vocabulary Present tense Use expanded noun phrases to convey complicated information concisely Use commas to clarify meaning in writing Use brackets, dashes or commas to indicate parenthesis			Date First Person Address of the recipient included Introduction Dear... Paragraphs Introduction paragraph Concluding paragraph Finish with a closing statement Use a thesaurus to expand vocabulary Use modal verbs or adverbs to indicate a degree of possibility Eg. Could, would etc. Devices to build cohesion, including adverbials of time, place and number Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis			Title that draws the reader in Opening paragraph- including the 5 Ws Chronological order Past tense Paragraphs Time connectives Conclusion Using expanded noun phrases eg. The flickering torch lit the dark, stony path. Using relative clauses beginning with who, which, where, when, whose, that or with an implied Build cohesion using adverbs of time, place and number Eg. Later, we decided to eat some ice cream. Using brackets, dashes or commas to indicate parenthesis			
SPELLING RULES	Words with endings that sound like /shuhs/ spelt with -cious	Words with endings that sound like /shuhs/ spelt with -tious or -ious	Words with the short vowel sound /i/ spelt with y	Words with the long vowel sound /i/ spelt with y	Homophones & near homophones	Homophones & near homophones		Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory Spelling Challenge Words	

CONSOLIDATION



TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Diaries - fictional (Victorians)			Newspapers (to include quotes from witnesses)			Narratives: Myths and legends			Narratives: Myths and legends				
TEXTS														
GRAMMAR OBJECTIVES	<b>Date</b> First Person Chronological Order Paragraphs Past Tense Time connectives Adjectives (To describe feelings and emotions) Describe significant events Recurring theme Personal tone End with a reflection Use commas to clarify meaning Use brackets, dashes and commas to indicate parenthesis Use a thesaurus to improve vocabulary Converting nouns or adjectives into verbs Eg. <b>Captive-Captivate, Notice- Notify</b> Use relative clauses beginning with who, which, where, when, whose, that etc. Verb prefixes Eg. <b>Joy-Enjoy</b> Build cohesion using adverbs of time, place and number Eg. <b>Later</b> , we decided to eat some ice cream.			<b>Headlines/subheadings</b> 3 <sup>rd</sup> person Past tense Chronological Orientation – 5Ws and how? Pictures Captions Use expanded noun phrases to convey complicated information concisely Relative clauses beginning with who, which, where, when, whose, that Adverbials of time (eg. <i>Later</i> ), place (eg. <i>Nearby</i> ) and number (eg. <i>Firstly, Finally</i> ) Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis			<b>Title</b> Clear beginning, middle and end Paragraphs Past Tense Dialogue Setting Character Development Ambitious vocabulary Descriptive language (Similes, metaphors, personification) Create an atmosphere Recurring theme Use a thesaurus to expand vocabulary Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path. Relative clauses beginning with who, which, where, when, whose, that Adverbials of time (eg. <i>Later</i> ), place (eg. <i>Nearby</i> ) and number (eg. <i>Firstly, Finally</i> ) Using brackets, dashes and commas to indicate parenthesis			<b>Title</b> Clear beginning, middle and end Paragraphs Past Tense Dialogue Setting Character Development Ambitious vocabulary Descriptive language (Similes, metaphors, personification) Create an atmosphere Recurring theme Use a thesaurus to expand vocabulary Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path. Relative clauses beginning with who, which, where, when, whose, that Adverbials of time (eg. <i>Later</i> ), place (eg. <i>Nearby</i> ) and number (eg. <i>Firstly, Finally</i> ) Using brackets, dashes and commas to indicate parenthesis				
SPELLING RULES	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones	Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en		

TERM	SUMMER TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Poetry - rhyming			Persuasive Writing			Non chronological reports			Play-scripts – Shakespeare				
TEXTS										The Tempest (Penguin Classics for Kids)				
GRAMMAR OBJECTIVES	<b>Title</b> Powerful vocabulary Descriptive language (adjectives, similes, metaphors, personification) Rhythm and rhyme patterns when appropriate Clear layout Use a thesaurus to expand vocabulary Expanded noun phrases Eg. The <b>ancient, swaying</b> willow tree shuddered in the wind. Convert nouns or adjectives into verbs Eg. <b>Captive- captivate</b> Verb prefixes Eg. <b>Lead- mislead</b>			<b>An eye-catching title</b> A clear opening statement of your point of view Main points clearly set out Topic sentence openers Present tense Information, reasons and examples to back up each point Summary of main points at the end Modal verbs or adverbs eg. <i>Could, would, should, might, may, can, will</i> Relative clauses beginning with who, which, where, when, whose, that Adverbials of time (eg. <i>Later</i> ), place (eg. <i>Nearby</i> ) and number (eg. <i>Firstly, Finally</i> ) Commas to clarify meaning			<b>Title</b> Introduction paragraph Information organised into categories (paragraphs) Sub-headings Clear layout Topic sentences May have pictures or labelled diagrams Present tense Third person Conclusion Use expanded noun phrases to convey complicated information concisely Relative clauses beginning with who, which, where, when, whose, that Adverbials of time (eg. <i>Later</i> ), place (eg. <i>Nearby</i> ) and number (eg. <i>Firstly, Finally</i> ) Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis			<b>Title</b> Character list Set the scene using a short description of when and where the scene takes place Put the character's name on the left side of the page to show who is speaking Use a colon after the character's name New line for a new speaker Stage directions in brackets Character directions within speech (adverbs) Concise expanded noun phrases Converting nouns or adjectives into verbs Commas to clarify meaning Perform compositions, using appropriate expression, volume, and movement so that meaning is clear				
SPELLING RULES	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ sound spelt 'ere'	Statutory Spelling Challenge Words	Unstressed vowels in polysyllabic words	Adding verb prefixes de- and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using suffix -ful	Convert nouns or verbs into adjectives using suffix -ive	Convert nouns or verbs into adjectives using suffix -al		



AUTUMN TERM														
TERM	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	PICTURE BOOK	Descriptive Writing			Explanation texts			Newspapers – two different versions			Diaries (fictional/non-fictional as needed)			
TEXTS	The Promise – Nicola Davies The Journey – Francesca Sanna Journey – Aaron Becker	The Explorer Can you see me? (Autism)												
GRAMMAR OBJECTIVES		<b>Paragraphs</b> Powerful vocabulary Descriptive language (Adjectives, similes, metaphors, personification) Use the five senses Use a range of sentence structures Create an atmosphere Third person Use a thesaurus to expand vocabulary Use expanded noun phrases e.g. The flickering torch lit the dark, stony path. Adverbials of time (e.g. Later), place (e.g. Nearby) and number (e.g. Firstly, Finally) Use passive verbs to affect the presentation of information in a sentence e.g. The cat chased the mouse. The mouse was being chased by the cat. Synonyms and antonyms Eg. Beautiful-gorgeous. Beautiful-ugly. Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses			<b>Title</b> Introduction Clear layout (Sections, paragraphs) Topic sentence for each paragraph Paragraph for each key point Labelled pictures or diagrams Bullet points Subheadings Conclusion Closing sentence Technical vocabulary Formal tone Present tense Use expanded noun phrases to convey complicated information concisely Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Understand the difference in informal and formal language Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list, use bullet points consistently			<b>Headlines/subheadings</b> 3 <sup>rd</sup> person Past tense Chronological Orientation – SWs and how? Witness statements / Quotes Pictures Captions Use expanded noun phrases to convey complicated information concisely Recognizing vocabulary and structures that are appropriate for formal speech and writing Use passive verbs to affect the presentation of information in a sentence Eg. The cat chased the mouse. The mouse was chased by the cat. Differences in informal and formal language Grammatical connections and adverbials Punctuating bullet points consistently			<b>Date</b> First Person Chronological Order Paragraphs Past Tense Time connectives Adjectives (To describe feelings and emotions) Describe significant events Cohesive devices Recurring theme Personal tone/ Informal language End with a reflection Use commas to clarify meaning Modal verbs to indicate degrees of possibility Eg. Could, would etc. Use brackets, dashes and commas to indicate parenthesis Use a thesaurus to improve vocabulary Use relative clauses beginning with who, which, where, when, whose, that etc. Build cohesion using adverbs of time, place and number Eg. Later, we decided to eat some ice cream. Ellipsis... Differences in informal and formal language Hyphens to avoid ambiguity			
SPELLING RULES		Ambitious Synonyms: Adjectives	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in	Adjectives ending in -ant into nouns ending in -ance/-ancy	Adjectives ending in -ent into nouns ending in -ence/-ency	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Hyphens: To join compound adjectives to avoid ambiguity		Words ending in -able	Words ending in -able	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	



TERM	SPRING TERM													
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
GENRE	Letters – informal		Recounts		Biographies		Narratives: Mystery stories			Persuasive writing – democracy				
TEXTS							Crater Lake Alex Nobody			Malala Street Child When the Sky Falls				
GRAMMAR OBJECTIVES	<p>Date</p> <p>First Person</p> <p>Address of the recipient included</p> <p>Introduction Dear...</p> <p>Paragraphs</p> <p>Introduction paragraph</p> <p>Concluding paragraph</p> <p>Finish with a closing statement</p> <p>Formal tone</p> <p>Use a thesaurus to expand vocabulary</p> <p>Use modal verbs or adverbs to indicate a degree of possibility Eg. <b>Could</b>, <b>would</b> etc.</p> <p>Recognize vocabulary and structures that are appropriate for formal speech and writing</p> <p>Differences in informal and formal language</p> <p>Cohesive devices such as grammatical connections and adverbials</p> <p>Use of hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p>		<p>Title that draws the reader in</p> <p>Opening paragraph- including the 5 Ws</p> <p>Chronological order</p> <p>Past tense</p> <p>Paragraphs</p> <p>Topic sentence</p> <p>Time connectives</p> <p>Conclusion</p> <p>Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path.</p> <p>Adverbials of time (eg. <i>Later</i>), place (eg. <i>Nearby</i>) and number (eg. <i>Firstly</i>, <i>Finally</i>)</p> <p>Using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>Using hyphens to avoid ambiguity</p>				<p>Title</p> <p>Clear beginning, middle and end</p> <p>Paragraphs</p> <p>Past Tense</p> <p>Dialogue</p> <p>Setting</p> <p>Character Development</p> <p>Ambitious vocabulary</p> <p>Descriptive language (Similes, metaphors, personification)</p> <p>Create an atmosphere</p> <p>Cohesive devices</p> <p>Recurring theme</p> <p>Use a thesaurus to expand vocabulary</p> <p>Using expanded noun phrases eg. The <b>flickering</b> torch lit the <b>dark, stony</b> path.</p> <p>Adverbials of time (eg. <i>Later</i>), place (eg. <i>Nearby</i>) and number (eg. <i>Firstly</i>, <i>Finally</i>)</p> <p>Use of ellipsis...</p> <p>Use hyphens to avoid ambiguity</p> <p>Using semicolons and dashes to mark boundaries between independent clauses</p>			<p>An eye-catching title</p> <p>A clear opening statement of your point of view</p> <p>Main points clearly set out</p> <p>Topic sentence openers</p> <p>Present tense</p> <p>Information, reasons and examples to back up each point</p> <p>Summary of main points at the end</p> <p>Convincing conclusion</p> <p>Modal verbs or adverbs eg. <i>Could</i>, <i>would</i>, <i>should</i>, <i>might</i>, <i>may</i>, <i>can</i>, <i>will</i></p> <p>Vocabulary and structures for formal writing, including subjunctive forms eg. <i>If I were or Were they</i> to come in.</p> <p>Differences in informal and formal language</p> <p>Cohesive devices such as adverbials eg. <i>On the other hand</i></p> <p>Semicolons, colons or dashes to mark boundaries between independent clauses</p>				
SPELLING RULES	Adding suffixes beginning with vowel letters to words ending in -fer	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Words with endings which sound like /shuh/ after a vowel letter	Words with endings which sound like /shuh/ after a consonant letter	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words		



[illegible]