



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
AGES 2-3	<p>Big Question: What is special about you?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Share a book with an adult, showing interest by feeling textures or lifting flaps. Hold a book and turn some pages. Make marks using a range of tools. Listen and respond to songs and rhymes. Choose a favourite song or rhyme, when given a choice of two with visuals/ resources. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Enjoy sensory experience of making marks in a range of malleable materials. Join in with a selection of nursery rhymes. Join in with actions, movements and gestures when singing. Focus on the speaker and story when being read to. Look at the pictures in a story and respond to pointing questions such as "where is the...?" Hold a book the correct way and turn the pages. Use some signs and words linked to stories and rhymes. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Use mark making materials confidently to make marks. Look at books of their favourite rhymes and labelling pictures using single words. Join in with some of their favourite nursery rhymes and songs. Be a good listener with support from grown up. Seek out a favourite book to share with a child or adult. Answer questions about pictures in a book. Complete verbal close in a story eg "Can't catch me I'm the gingerbread ____." 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Use alternative mark making tools to create marks eg toothbrushes, sticks Join in with actions and singing all or nearly all of a song. Repeat words and phrases from familiar stories Answer questions starting with "who." Enjoy joining in with rhyming words eg. Wood, good. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Talk about their mark making and pictures eg. "That's my name." Know and sing a selection of rhymes and songs. Tune into different voice sounds. Answer questions about a book. Notice sounds around the, Join in with repeated phrases from a book. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Represent their names with marks. Confidently use a range of mark making tools. Know and sing a selection of nursery rhymes in a group or independently. Freely choose books, puppets or props to support and consolidate own learning. Look at a book independently holding the book and turning the pages. Develop own play around stories. Listen with attention to longer stories. 	<ul style="list-style-type: none"> Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
AGES 3-4	<p>Big Question: What is special about you?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Know some simple songs, rhymes and stories and be able to join in with them. • Listen to and enjoy a repetitive story. • Identify some sounds in the environment. • Talk about what they can hear. • Know how to create marks using a range of resources. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Join in with repeated phrases in familiar stories. • Know that books have words and pictures. • Know which way to hold and turn the pages. • Copy a beat or a sound. • Know which sounds are loud and which are quiet. • Know which is their name and select it from a group. • Begin to mark make own name. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Know what the core book is about. • Attempt to re-tell a familiar story independently. • Know and suggest which words rhyme. • Fill in the rhyming word when an adult is reading. • Sing or chant a rhyming string with an adult. • Know how to write the first letter of their name. 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Know and talk about their favourite story/book. • Know some words/ logos from the local environment (shop names, food packaging etc). • Recognise initial sounds and identify words with the same initial sounds. • Sort and match objects according to their initial sound. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Re-tell one or two favourite stories, using the book to help. • Know and talk about what happens next in a story. • Know how to orally blend phonemes to recognise the whole word. • Orally blend CVC words. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> • Confidently talk about stories they are familiar with and the characters in them. • Know how to orally blend phonemes into words when playing game. • Orally segment words into phonemes. • Know how to write their own name. • Form some letters correctly. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.



CURRICULUM DEVELOPMENT

ENGLISH RECEPTION



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do we develop our skills in CLL? The children start their English curriculum at CMCS by studying the book, 'We are Together', by Britta Tenckentrup. How do we write a thank you card? Children learn about friendship and how to write a card to a friend using the book, 'The Rainbow Fish', as stimulus.</p>	<p>Big Question: How do we write instructions? The children continue to develop their CLL skills and learn how to write instructions using the book, 'How to Catch a Star', by Oliver Jeffers. How do we write a narrative? Children learn how to write a narrative using the book, 'Whatever Next?'.</p>	<p>Big Question: How do we create a poster? Children learn how to create a poster as they study the book, 'The Gingerbread Man'. This is the first in the series of traditional tales that the children will learn. How do we write a character description? Children read the next traditional tale, 'Goldilocks' and learn how to write a description.</p>	<p>Big Question: How do we create a fact file? Children use the traditional tale, 'Jack and the Beanstalk', to write a fact file all about the giant! How do we write a narrative? Children build on their understanding of writing a narrative using the book, 'Superworm', as their inspiration.</p>	<p>Big Question: How do we create a narrative? Children use the book, 'What the Ladybird Heard', to develop their understanding of narratives. How do we create a diary entry? Children read the story, 'The Tiger Who Came for Tea', to help them learn how to write a diary entry.</p>	<p>Big Question: How do we create a narrative? Children build on the knowledge and understanding of narrative using the book, 'The Three Little Pigs'. How do we recite a poem by heart? Children learn the poem, 'Catch a Little Rhyme', by heart and then learn how to perform the poem to an audience.</p>	<ul style="list-style-type: none"> • Write simple sentences which can be read by themselves and others. • Use capital letters and full stops to demarcate sentences. • Use correct grip. • Write name (correct upper and lower case). • Use correct letter formation for familiar words.
	HANDWRITING: Introduction to Twinkl Phonics print- alongside Phonics scheme						
SPELLING	<p>TWINKL PHONICS LEVEL 1 AND 2</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock. 	<p>TWINKL PHONICS LEVEL 2 AND 3</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • segment and make a phonetically plausible attempt at spelling CVC words • spell the tricky words - the, to, l, no, go. 	<p>TWINKL PHONICS LEVEL 3</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • segment and make a phonetically plausible attempt at spelling CVC words (single-) • syllable words consisting of Level 2 and Level 3 graphemes). • read and spell some two-syllable words using Level 2 and Level 3 graphemes. • spell the tricky words - the, to, l, no, go. 	<p>TWINKL PHONICS LEVEL 3 AND 4</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • be able to segment and spell words containing adjacent consonants. • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here. 	<p>TWINKL PHONICS LEVEL 4</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • be able to segment and spell words containing adjacent consonants. • be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants. • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here. 	<p>TWINKL PHONICS LEVEL 4 AND 5A</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words. • read and spell all taught common exception words. 	<ul style="list-style-type: none"> • Introduction to Twinkl Phonics print-alongside Phonics scheme. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.



CURRICULUM DEVELOPMENT

ENGLISH YEAR 1



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do I write a narrative? Using the book 'So Much', and 'Funnybones', our children will learn how to write narratives and the features narratives include.</p>	<p>Big Question: How do I write a persuasive letter? Using the book, 'Meercat Mail', the children will learn the features of letters and how to write persuasively. How do I write a non-chronological report? Using the video, 'Catch -it!', the children will learn the features of non-chronological reports.</p>	<p>Big Question: How do I write instructions? Using the book, 'The Clockwork Dragon', children learn the features of instructional texts. How do I write a five senses poem? Using the book, 'What's in the box?' the children learn the features of a five senses poem and how to write their own.</p>	<p>Big Question: How do I write a diary entry? Using the book, 'Vlad,' children learn all about the features of diary entries. How do I write a narrative? Using the book, 'Zog,' children build on previous learning of how to write a narrative.</p>	<p>Big Question: How do I write a setting description? Using the book, 'The Deep Dark Wood', the children learn the features of setting descriptions. How do I write a narrative? Building on from previous learning around narratives, children learn to write narratives using the book, 'The Gruffalo'.</p>	<p>Big Question: How do I write a persuasive letter? Using the book, 'Beegu', the children build on previous learning and learn more around writing persuasive letters. How do I learn and recite poetry by heart? Using the poem, 'Here is the seed, 'children learn a poem by heart and how to perform poems. Which text types do we need to develop further? At this point, teachers decide what text type children need more practice with.</p>	<ul style="list-style-type: none"> • Write clearly demarcated sentences. • Use and to join ideas and conjunctions to join sentences. • Use the standard form of verbs. • Use capital letters, full stops, question marks and exclamation marks. • Use capital letters for names and the personal pronoun 'I'. • Write a sequence of sentences to form a short narrative. • Use the correct formation of lowercase letters. • Correctly form capital letters and digits.
	HAND-WRITING						
	Introducing letter families Twinkl phonics print - ladder letters.	Letter families in Twinkl Phonics Print - One armed robot.	Letter families in Twinkl Phonics Print - One armed robot.	Letter families in Twinkl Phonics Print - curly caterpillars.	Letter families in Twinkl Phonics Print - curly caterpillars.	Letter families in Twinkl Phonics Print - Zig Zag Monster Letters.	
	SPELLING						
	Level 5 Twinkl Phonics A.	Level 5 Twinkl Phonics A & B.	Level 5 Twinkl Phonics B.	Level 5 Twinkl Phonics B & C.	Level 5 Twinkl Phonics C.	Level 5 Twinkl Phonics C and consolidation.	
GRAMMAR AND PUNCTUATION	<p>Words-segmenting. Join words to make phrases and simple sentences. Joining words and joining clauses using 'and'. Conjunctions (a word to join two parts of a sentence). Speech bubbles. Use finger spaces to separate words. Use a capital letter to start a sentence. Using a capital letter for the personal pronoun 'I' Use a full stop to demarcate the end of a sentence.</p>	<p>Join words to make phrases and simple sentences. Nouns Singular and Plural Suffixes First Person Prefix-un Adjective Noun Conjunction Joining words and clauses using 'and' using a capital letter for: • personal pronoun "I" • names of people, • days of the week, • months of the year • start of sentence Use question marks for simple questions.</p>	<p>Verbs. Joining words and joining clauses using 'and'. Prefix-un Questions Alliteration Rhyme Simile Noun Punctuate sentences using a capital letter, full stop and question mark.</p>	<p>Verbs. Suffix-ing, ed. Simple past tense. Simple present tense. First Person. Adjectives. Suffix-er, est. joining words and joining clauses using 'and'. Third person. using a capital letter for: • personal pronoun "I" • names of people, • days of the week, • months of the year Use exclamation marks for emphasis.</p>	<p>Adjectives. Join words to make phrases. Join words to make simple sentences. Joining words and clauses using 'and'. Noun phrases. Simile. Adjective. Simple past tense. Third person. Use full stops to demarcate sentences.</p>	<p>Sentence openers. First person. Suffix-ing, ed. Noun (PPT - a person, place or thing). Singular and plurals. Simple present tense using a capital letter for: • personal pronoun "I" • names of people, • days of the week, • months of the year Use question marks for simple questions. Misconceptions in punctuation use.</p>	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do I write a character description? Using the book, 'The colour of us', as a stimulus, children learn how to write character descriptions.</p> <p>How do I write a diary entry? Using the book, 'The owl who was afraid of the dark', the children build on their understanding of writing a diary.</p>	<p>Big Question: How do I write a narrative? Using the book, 'Toy Boat', the children build on their existing knowledge of writing a narrative.</p> <p>How do we write a setting description? Using the book, 'The Lighthouse', children develop their understanding of writing a setting.</p>	<p>Big Question: How do we write a letter? Using the book, 'The Queen's Hat', the children learn the features of letters and how to write letters.</p> <p>How do I write a narrative? Using the book, 'George and the Dragon', the children build on their knowledge and understanding of writing narratives.</p>	<p>Big Question: How do I write instructions? Using the book, 'Jim and the Beanstalk' children build on their existing knowledge of writing instructions.</p> <p>How do we write nonsense poems? Using the poem, 'The Ning Nang Nong' children learn how to write nonsense poems.</p>	<p>Big Question: How do I write a persuasive advert? Using the book, 'Whinnie at the Seaside', children build on their understanding of how to write persuasively as they learn how to write an advert.</p>	<p>Big Question: How do I write a non-chronological report? Using the book, 'The Leopard's Drum', the children build on their understanding of how to write non-chronological reports.</p> <p>How do I learn a poem by heart and recite it? Children learn to recite from heart the poem, "Daddy Fell into the Pond," by Alfred Noyes.</p> <p>How do I write a narrative? Using the book, 'Lila and the Secret of Rain' children continue to learn about narratives and develop their writing in this text type.</p>	<ul style="list-style-type: none"> Write for different purposes developing stamina and positive attitudes. Make simple additions to writing and proofread for errors. Write different kinds of sentences: statement, exclamation, command, question. Use expanded noun phrases to add description and specification. Correctly and consistently use the past and present tense. Write with correct and consistent use of capital letters, full stops, exclamation marks and question marks. Use commas in a list. Use apostrophes for omission and singular possession. Write under headings. Write lower case letters the correct size in relation to each other. Show evidence of diagonal and horizontal lines to join letters. Spell by segmenting words and using alternative spellings for sounds. Spell using spelling rules for adding different suffixes.
	HAND-WRITING						
	Twinkl continuous cursive - ladder letters.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - curly caterpillars.	Twinkl continuous cursive - curly caterpillars.	Twinkl Continuous Cursive - Zig Zag Monster Letters.	
	SPELLING						
	Twinkl Phonics Level 6a.	Twinkl Phonics Level 6a and 6b.	Twinkl Phonics Level 6b.	Twinkl Phonics Level 6b and 6c.	Twinkl Phonics 6c.	Twinkl Phonics 6c and consolidation.	
GRAMMAR AND PUNCTUATION	<p>Adjectives Nouns Noun phrases Joining main clauses using co-ordinating conjunctions (or, and, but) Sentences with different forms: statement, question, exclamation, command Prefixes Compound words Using capital letters correctly, consistently Use full stops correctly and consistently to demarcate sentences. Question marks Exclamation marks</p>	<p>Compound words Suffixes Expanded noun phrases Sentence types (statements, commands, exclamations, questions) Simile Using subordinate clauses (using when, if, that, because) Use commas to separate adjectives in a list. Using commas in a list Using apostrophes for contractions</p>	<p>Plurals using the -s and es rules Expanded noun phrases for description and specification Past Progressive Present progressive Sentences with different forms: statement, question, exclamation, command Joining main clauses using co-ordinating conjunctions (or, and, but) Capital letters for proper nouns Apostrophes for singular possession Using commas to separate items in a list. Use commas to separate adjectives in a list. Question marks Exclamation marks Speech marks</p>	<p>Imperative Verbs Commands Sentence Openers Using subordinating clauses (when, if, that, because) Adverbs Alliteration Rhyme Onomatopoeia Using commas to separate items in a list. Apostrophes for contracted forms</p>	<p>Sentence openers Alliteration Joining main clauses using co-ordinating conjunctions (or, and, but) Bullet points Apostrophes for contraction Misconceptions in punctuation use Question marks for simple questions Exclamation marks</p>	<p>Sentences with different forms: statement, question, exclamation, command Formal voice Using subordinate clauses (using when, if, that, because) Adverbs Rhetorical Questions Alliteration Rhyme Tense-Past, present progressive, past progressive Fronted adverbials Expanded noun phrases for description and specification Sentences with different forms: statement, question, exclamation, command Apostrophes for singular possession Use commas to separate items in a list To separate adjectives in a list Speech marks Misconceptions in punctuation use Self-editing</p>	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do we write a setting description? Using the book, 'Hansel and Gretel', by Anthony Browne, Children learn how to write a setting description.</p> <p>How do we write a narrative? Using the book, 'Hansel and Gretel', by Anthony Browne, Children continue to develop their understanding of how to write a setting description.</p> <p>How do we write a calligram? Using the book, 'The Pebble in my Pocket', by Meredith Hooper, the children learn about writing shape poems.</p>	<p>Big Question: How do I write an explanation text? Using the book, 'The Pebble in my Pocket', by Meredith Hooper, the children learn about writing explanation texts.</p> <p>How do I write a playscript? Using the book and the film, 'Mog's Christmas Calamity', by Judith Kerr.</p>	<p>Big Question: How do we write a diary entry? Using the book, 'Stone Age Boy' by Satoshi Kitamura, children build on their knowledge of how to write a diary entry.</p> <p>How do we write a narrative? Children continue to use the book, 'Stone Age Boy', to build on their understanding of how to write a narrative.</p>	<p>Big Question: How do we write instructions? Using the book, 'Leo and the Gorgon's Curse', linked to the children's topic learning around the Ancient Greeks, the children develop and build on their understanding of how to write instructional texts.</p> <p>How do we write non-chronological reports? Children continue to use the book, 'Leo and the Gorgon's Curse' to help them develop their understanding of writing non-chronological reports.</p>	<p>Big Question: How do we write setting descriptions? How do we write persuasive letters? Using the book, 'Street Child', the children first learn how to write a setting description and then move onto persuasive letters to the King of England to abolish workhouses. This links to their history topic on the Victorians.</p> <p>How do we write a character description? Using the book, 'The Iron Man', the children build on their knowledge of how to write character descriptions.</p>	<p>Big Question: How do we write a newspaper report? Using the book, 'The Iron Man', the children write newspaper reports about the Iron Man battling the space dragon.</p> <p>How do we recite a poem we have learned by heart? Children learn the poem, 'Bed in Summer' by Robert Louis Stevenson. They then develop their performance skills and learn to recite to an audience.</p>	<ul style="list-style-type: none"> Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd and 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use inverted commas to punctuate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Increase legibility, consistency and fluency.
	HAND-WRITING						
	Twinkl Joining Letters - ladder letters.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - curly caterpillars.	Twinkl continuous cursive - curly caterpillars.	Twinkl Continuous Cursive - Zig Zag Monster Letters.	
	SPELLING						
	Spelling Shed Stage 3.	Spelling Shed Stage 3.	Spelling Shed Stage 3.	Spelling Shed Stage 3..	Spelling Shed Stage 3.	Spelling Shed Stage 3.	
GRAMMAR AND PUNCTUATION	<p>To use expanded noun phrase (determiner, adjective, noun with/without a prepositional phrase)</p> <ul style="list-style-type: none"> Main clause Co-ordinating conjunctions Joining main clauses using co-ordinating conjunctions (for, nor, yet, so) <p>To separate adjectives in a list Expressing time, place and cause using: conjunctions (e.g. when, before, after, while, so, because)</p> <p>To use direct speech / dialogue Inverted commas (speech marks)</p> <p>To understand and use synonyms, similes, metaphors, prepositions</p>	<p>To understand and use the grammatical terms word family, determiner, past perfect tense, present perfect tense, tense (future tense)</p> <p>Adding detail using prepositions and use prepositional phrases (e.g. before, after, during, in, because of)</p> <p>Understand and use rhetorical questions</p> <p>To understand and use expanded noun phrase (determiner, adjective, noun with/without a prepositional phrase)</p> <p>To add detail using prepositions</p> <p>To understand and use rhetorical questions</p> <p>To use expanded noun phrase (determiner, adjective, noun with/without a prepositional phrase)</p> <p>To separate adjectives in a list</p> <p>To recap apostrophes for possession.</p>	<p>To understand and use</p> <ul style="list-style-type: none"> Contractions Main clauses and Subordinating clauses and conjunctions Synonyms Metaphors <p>To recap apostrophes for contraction</p> <p>To use fronted adverbials and use adverbs of time (e.g. then, next, soon, therefore)</p> <p>To begin to use inverted commas for direct speech.</p>	<p>To use fronted adverbials and use adverbs of time (e.g. then, next, soon, therefore)</p> <p>To use imperative verbs</p> <p>To revise commands, statements, exclamations and questions</p> <p>To separate a fronted adverbial from the main clause</p> <p>To use past perfect tense</p> <p>To understand and use main clauses, subordinating conjunctions and subordinate clause</p> <p>To separate adjectives in a list</p> <p>To recap apostrophes for possession.</p>	<p>To use fronted adverbials and use adverbs of time</p> <p>To build on knowledge of main clauses subordinating conjunction and subordinate clauses</p> <p>To separate a fronted adverbial from the main clause</p> <p>To use rhetorical questions</p> <p>To use past perfect tense</p> <p>To use formal tone</p> <p>To separate adjectives in a list</p> <p>To understand and use similes and metaphor.</p>	<p>To understand and use past perfect tense.</p> <p>To express time, place and cause using: conjunctions (e.g. when, before, after, while, so, because).</p> <p>To use direct speech/dialogue and inverted commas (speech marks).</p>	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do we write a letter? Children use the book, 'Race to the Frozen North', to help develop their understanding of writing letters.</p> <p>How do we write a narrative? Children continue to study 'Race to the Frozen North' and build on their understanding of narratives.</p> <p>How do we write a Haiku poem? Children use the book 'Race to the Frozen North', and the Northern Lights as inspiration for writing Haiku poems.</p>	<p>Big Question: How do we write a diary? How do we write a TV script? How do we write a newspaper report? Using the book, 'Broccoli Boy', children build on their understanding of how to write a diary entry. They then learn how to write a TV script and a newspaper report using events from the book as inspiration.</p>	<p>Big Question: How do we write a setting description? How do we write a narrative? How do we write instructions? Children use the book, 'Outlaw', by Michael Morpurgo to inspire their writing in settings, narratives and instructional texts.</p>	<p>Big Question: How do we write a narrative in the first person? Using the Literacy Shed video, 'The Dreamgiver', children build on their understanding of narrative. How do we write a character description? How do we write a non chronological report? Using the book, 'Norman, the Norman from Normandy', which is closely linked to topic, the children develop their understanding of how to write character descriptions and non-chronological reports.</p>	<p>Big Question: How do we write a setting description? How do we write a persuasive letter? Children study the book, 'Tinfoil', and use it as inspiration for writing and comparing setting descriptions and persuasive letters.</p>	<p>Big Question: How do we write a diary entry? How do we write a persuasive advert? Children use the Literacy Shed video, 'Embarked', to support their writing within these two text types. How do we recite a poem by heart? Children learn by heart the poem, 'Gran can you rap?' and build on their understanding of how to perform in front of an audience.</p>	<ul style="list-style-type: none"> Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd and 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use inverted commas to punctuate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Increase legibility, consistency and fluency.
	HAND-WRITING						
	Twinkl Joining Letters - ladder letters.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - One armed robot.	Twinkl continuous cursive - curly caterpillars.	Twinkl continuous cursive - curly caterpillars.	Twinkl Continuous Cursive - Zig Zag Monster Letters.	
	SPELLING - Spelling Shed Stage 4.						
GRAMMAR AND PUNCTUATION	<p>Grammar</p> <ul style="list-style-type: none"> Pronouns Personal pronouns (first person) Possessive pronouns (first person) Recap on co-ordinating conjunctions and joining two main clauses to form a compound sentence Fronted adverbials of time place or manner Use of commas for fronted adverbials (e.g. Later that day, I heard the bad news.) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) Recap main clauses Recap use of subordinating conjunctions to form subordinate clauses Simple past tense Past progressive tense Simple past tense Past progressive tense Fronted adverbials of time place or manner Use of commas for fronted adverbials (e.g. Later that day, I heard the bad news.) Direct speech <p>Punctuation</p> <ul style="list-style-type: none"> Recap using commas to separate items in a list Recap apostrophes for contraction Commas to separate a fronted adverbial from the main clause Accurate use of commas, capital letters and full stops in poetry 	<p>Grammar</p> <ul style="list-style-type: none"> Fronted adverbials of time place or manner Use of commas for fronted adverbials (e.g. Later that day, I heard the bad news.) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) Recap main clauses Recap use of subordinating conjunctions to form subordinate clauses Simple past tense Past progressive tense Simple past tense Past progressive tense Fronted adverbials of time place or manner Use of commas for fronted adverbials (e.g. Later that day, I heard the bad news.) Direct speech <p>Punctuation</p> <ul style="list-style-type: none"> Commas to separate a fronted adverbial from the main clause Ellipsis to pause in dialogue (informal) Inverted commas for direct speech Question marks for rhetorical questions 	<p>Grammar</p> <ul style="list-style-type: none"> Subordinating conjunctions and subordinate clauses (used at the end of a sentence) Synonyms Recap expanded noun phrases (including prepositional phrases) Recap simile and metaphor Subordinating conjunctions and subordinate clauses (used at the end of a sentence) Recap simile and metaphor Personification Past perfect tense Imperative verbs Modal verbs Sentence types - statement, command, exclamation, question Prepositional phrases <p>Punctuation</p> <ul style="list-style-type: none"> Commas to separate the subordinate clause from the main clause Commas to separate the subordinate clause from the main clause Ellipsis to pause in dialogue (informal) Starting to use bullet points for a list 	<p>Grammar</p> <ul style="list-style-type: none"> Subordinating conjunctions and subordinate clauses (used at the beginning of a sentence) Personification Hyperbole Synonyms Recap expanded noun phrases (including prepositional phrases) Synonyms Recap expanded noun phrases (including prepositional phrases) Fronted adverbials of time place or manner Use of commas for fronted adverbials (e.g. Later that day, I heard the bad news.) Sentence types - statement, command, exclamation, question <p>Punctuation</p> <ul style="list-style-type: none"> Commas to separate the subordinate clause from the main clause Ellipsis to pause in dialogue (informal) Commas to separate the subordinate clause from the main clause Commas to separate adjectives in a list Recap using commas to separate items in a list Apostrophes for plural possession Commas to separate a fronted adverbial from the main clause 	<p>Grammar</p> <ul style="list-style-type: none"> Verb agreement - was/were, is/are Recap clause structure (main clause and subordinate clause) Recap phrase structure (expanded noun phrase, prepositional phrase, adverbial phrase) Alliteration Sentence types - statement, command, exclamation, question Rhetorical questions Subordinating conjunctions and subordinate clauses <p>Punctuation</p> <ul style="list-style-type: none"> Recap using commas to separate items in a list Recap apostrophes for contraction Inverted commas for direct speech (quotes) Question marks for rhetorical questions Commas to separate the subordinate clause from the main clause 	<p>Grammar</p> <ul style="list-style-type: none"> Subordinating conjunctions and subordinate clauses Personification Hyperbole Idiom Synonyms Recap expanded noun phrases (including prepositional phrases) Pronouns: personal, possessive (first person and third person) Sentence types - statement, command, exclamation, question Rhetorical questions Subordinating conjunctions and subordinate clauses <p>Punctuation</p> <ul style="list-style-type: none"> Commas to separate the subordinate clause from the main clause Ellipsis to pause in dialogue (informal) Apostrophes for plural possession 	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do you write a Tanka poem? How do you write a balanced argument? How do you write a character description? Using Kensuke's Kingdom, children write a range of text types inspired by the story and characters. How do you learn and recite a soliloquy effectively? Children learn about the Shakespearean play, 'Hamlet', and learn the soliloquy 'To be or not to be' off by heart. Pupils focus on creating an effective performance.</p>	<p>Big Question: How do you write a narrative? How do you write a non-chronological report? Children read the book 'Percy Jackson and the Lightning Thief', which strongly links to their learning about Ancient Greece and use this story to write a fiction and non-fiction piece.</p>	<p>Big Question: How do you write a narrative? How do you write an explanation text? Children read the tale 'Beowulf', immersing themselves in the oral traditions of the period and write two narratives about different events in the story, as well as a 'How to kill monsters' guidebook.</p>	<p>Big Question: How do you write a letter? Using the video, 'The Piano', from Literacy Shed+. Children write a letter from the perspective of a soldier during the war. How do you write a narrative? How do you write a newspaper report? Children read 'Goodnight, Mister Tom', which links closely to their World War Two topic, and use this to write their own narratives and newspaper reports set in this time period.</p>	<p>Big Question: How do you write a setting description? How do you write a diary entry? How do you write a persuasive letter? Using the book 'The Explorer', children write a range of fiction and non-fiction texts, that also link to their rainforest topic in Geography.</p>	<p>Big Question: How do you write a setting description? Children use the Rio Olympics 2016 trailer to craft a setting description using their understanding of figurative language. How do you learn and recite a poem by heart? Children learn the poem 'The River' by Valerie Bloom, and perform this poem, focusing on the use of figurative language to help them speak with expression.</p>	<ul style="list-style-type: none"> • Add phrases to make sentences more precise and detailed. • Use range of sentence openers - judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will) • Use the following to indicate parenthesis: brackets, dashes, commas. • Use commas to clarify meaning or avoid ambiguity. • Link clauses in sentences using a range of subordinating & coordinating conjunctions. • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organise into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Write legibly, fluently and with increasing speed.
	HAND-WRITING						
	Twinkl Fluency, Style and Speed - ladder letters.	Twinkl Fluency, Style and Speed - One armed robot.	Twinkl Fluency, Style and Speed - One armed robot.	Twinkl Fluency, Style and Speed - curly caterpillars.	Twinkl Fluency, Style and Speed - curly caterpillars.	Twinkl Fluency, Style and Speed - Zig Zag Monster Letters.	
	SPELLING - Spelling Shed Stage 5.						
GRAMMAR AND PUNCTUATION	<p>Grammar</p> <ul style="list-style-type: none"> • Simple sentences • Alliteration • Personification • Metaphors • Similes • Compound sentences • Complex sentences • Clauses • Expanded noun phrases • Relative clauses • Synonyms • Antonyms • Word pairs <p>Punctuation</p> <ul style="list-style-type: none"> • Commas in a list • Commas to separate clauses • Separate clauses using a semi-colon 	<p>Grammar</p> <ul style="list-style-type: none"> • Paragraphs • Fronted adverbials • Expanded noun phrases • Direct speech • Formal tone • Passive voice • Rhetorical questions <p>Punctuation</p> <ul style="list-style-type: none"> • Commas for fronted adverbials • Apostrophes for possession 	<p>Grammar</p> <ul style="list-style-type: none"> • Pronouns • Relative clauses • Direct speech • Subordinate clauses • Adjectives and synonyms for effect • Complex sentences • Imperative verbs • Modal verbs • Sentence types <p>Punctuation</p> <ul style="list-style-type: none"> • Commas for fronted adverbials • Commas to separate clauses • Hyphens • Using bullet points to separate items in a list 	<p>Grammar</p> <ul style="list-style-type: none"> • Sentence types • Modal verbs • Similes • Paragraphs • Cohesive linking devices • Direct speech • Adverbial phrases and fronted adverbials • Formal language • Reported speech <p>Punctuation</p> <ul style="list-style-type: none"> • Using bullet points to separate items in a list • Colons to indicate the start of a list • Parenthesis in the middle and at the end of a sentence 	<p>Grammar</p> <ul style="list-style-type: none"> • Similes • Expanded noun phrases • Simple sentences • Compound sentences • Complex sentences • Fronted adverbials • Effective ways to start a sentence • Effective description • Formal tone • Passive voice • Rhetorical questions • Evaluating sentences for effectiveness <p>Punctuation</p> <ul style="list-style-type: none"> • Use ellipsis to build suspense • Use hyphens • Misconceptions in punctuation use 	<p>Grammar</p> <ul style="list-style-type: none"> • Alliteration • Similes • Pathetic fallacy • Metaphor • Expanded noun phrases • Personification • Onomatopoeia <p>Punctuation</p> <ul style="list-style-type: none"> • Misconceptions in punctuation use 	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	NON-NEGOTIABLES
	<p>Big Question: How do you write a diary entry? How do you write a non-chronological report? Children read the book 'Journey to Jo'burg' and use the context of this story to create their own diary entries from different characters' perspectives and write an informative report about apartheid to share their learning. How do you construct a playscript? Pupils study the Shakespearean play 'Macbeth' and re-write an extract or scene of the play. This unit has a large focus on using drama and oracy skills to support writing and language development.</p>	<p>Big Question: How do you write a newspaper report? How do you write a narrative? How do you write Kenning poetry? Children read the book 'Viking Boy', which links to their History learning about the Vikings, and use this to support their writing.</p>	<p>Big Question: How do you write a setting description? How do you write a narrative retelling? How do you write a balanced argument? Children read 'The Chocolate Tree' - an Ancient Maya myth, and use their learning about different Ancient Maya cities to help them write various text types, including both fiction and non-fiction.</p>	<p>Big Question: How do you write a newspaper description? How do you write a persuasive brochure? Children use the book 'Holes' to inspire their writing and create newspaper reports on the events of the text, as well as a brochure with the purpose of persuading others to visit Camp Green Lake. How do you write a narrative? Using the video 'The Alchemist's Letter', from Literacy Shed+, children write a narrative and focus on incorporating flashbacks into their storytelling.</p>	<p>Big Question: How do you write a persuasive letter? How do you write a diary entry? Using the book 'The Boy at the Back of the Class', children write a persuasive letter to their local MP/the Home Secretary about supporting refugees and a diary entry from the perspective of a character in the book. How do you write a non-chronological report? Using the 'Pandora' video from Literacy Shed+, children write a report about a creature, that lives on Pandora.</p>	<p>Big Question: How do you write a setting description? Using the 'Pandora' video from Literacy Shed+, children write a setting description of Pandora using a range of figurative language skills the pupils have developed throughout the year. Can you learn and recite the poem 'If' by Rudyard Kipling? Children are introduced the poem 'If' and engage with the poem through choral, echo and paired reading and learn the poem to perform it with expression.</p>	<ul style="list-style-type: none"> Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type. Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list & semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type. Use a wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person. Write legibly, fluently and with increasing speed.
	HAND-WRITING						
	Twinkl Fluency, Style and Speed - ladder letters.	Twinkl Fluency, Style and Speed - One armed robot.	Twinkl Fluency, Style and Speed - One armed robot.	Twinkl Fluency, Style and Speed - curly caterpillars.	Twinkl Fluency, Style and Speed - curly caterpillars.	Twinkl Fluency, Style and Speed - Zig Zag Monster Letters.	
	SPELLING - Spelling Shed Stage 6.						
GRAMMAR AND PUNCTUATION	<p>Grammar</p> <ul style="list-style-type: none"> Main clauses Subordinate clauses Relative clauses Simple sentences Compound sentences Complex sentences Prepositions and prepositional phrases Passive voice Formal tone Evaluating effectiveness of sentence structure Synonyms Antonyms Alliteration Pathetic fallacy Similes Metaphors <p>Punctuation</p> <ul style="list-style-type: none"> Commas to separate subordinate clauses and relative clauses from main clauses Commas for parenthesis Brackets for parenthesis Hyphens 	<p>Grammar</p> <ul style="list-style-type: none"> Adverbial phrases and fronted adverbials Direct speech Reported speech Paragraphs Cohesive devices to link paragraphs Expanded noun phrases Word pairs Synonyms Antonyms Alliteration <p>Punctuation</p> <ul style="list-style-type: none"> Commas to clarify meaning Inverted commas for speech Brackets Hyphens 	<p>Grammar</p> <ul style="list-style-type: none"> Effective ways to start a sentence Manipulating sentence structure for effect Effective descriptive devices Pronouns Relative clauses Direct speech Parenthesis Rhetorical questions Subjunctive form Modal verbs Informal and formal language Standard English Perfect tenses <p>Punctuation</p> <ul style="list-style-type: none"> Hyphens Dashes Semi-colons Commas to separate subordinate clauses and relative clauses from main clauses 	<p>Grammar</p> <ul style="list-style-type: none"> Direct and indirect speech Passive voice Cohesive voices to link paragraphs Commands Imperative verbs Modal verbs Comparative and superlative adjectives Expanded noun phrases Fronted adverbials Clauses Tenses <p>Punctuation</p> <ul style="list-style-type: none"> Commas to clarify meaning Hyphens Brackets Semi-colons Colons Inverted commas for direct speech 	<p>Grammar</p> <ul style="list-style-type: none"> Sentence types Modal verbs Comparative and superlative adjectives Rhetorical questions Effective ways to start a sentence Manipulating sentence structure for effect Effective description devices Passive voice Formal tone <p>Punctuation</p> <ul style="list-style-type: none"> Colons Misconceptions in punctuation use 	<p>Grammar</p> <ul style="list-style-type: none"> Effective ways to start a sentence Manipulating sentence structure for effect Effective description devices Synonyms for effect Subordinate clauses Address any misconceptions in grammar <p>Punctuation</p> <ul style="list-style-type: none"> Misconceptions in punctuation use 	