

## CTT English Lesson – Planned Writing Opportunities 2022-2023

Nursery	Nursery	SPRING	SUMMER
Nursery	<p><b>AUT</b></p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy. Make marks on picture to represent name <b>Begin to</b> attempt to write name with some recognisable letters First letter of name To begin to understand that own marks represent meaning Point to marks Talk about made marks</p>	<p><b>SPRING</b></p> <p><b>Begin to</b> use some print / letter knowledge in writing Symbols – lines / circles Recognisable letters Left to right directionality Top to bottom directionality <b>Begin to</b> engage in purposeful mark marking Attempt to write name, using name card, with some recognisable letters, some correctly formed Recognising logos</p>	<p><b>SUMMER</b></p> <p>Use knowledge of print in early writing of <b>CVC words</b> / letter knowledge in writing in <b>RW Inc</b> knowledge Recognisable letters Left to right / top to bottom directionality Top to bottom directionality <b>Begin to</b> match some letters to phonemes e.g. m for mummy Engage in purposeful early writing Write name, from memory, with correct letter formation</p>
	<p><b>Overall Theme: All About Me</b></p> <p><b>Literacy Books:</b> Nursery Rhymes Happy to Be Me Funny Bones Kipper’s Birthday</p> <p><b>Poetry – Nursery rhymes and number rhymes</b> <b>Objectives:</b> To draw a picture of ourselves and family members To be able to draw freely and add some marks to their drawings to communicate meaning <b>Topic Books:</b> All About Me And Tango Makes Three The Family Book All About Me Grandpa’s story 5 senses</p>	<p><b>Overall Theme: Traditional tales</b></p> <p><b>Literacy books:</b> The Gingerbread Man Goldilocks and the Three Bears Three Billy Goats Gruff</p> <p><b>Objectives:</b> Begin to show an awareness of the difference between drawing and writing Retell and make marks about the Gingerbread Man Describe pictures linked to story dictated by child Write and draw a list of what the Hungry Caterpillar ate. Ascribe meaning to marks using some print knowledge</p> <p><b>Topic books:</b> Little Red Riding Hood Cinderella</p>	<p><b>Overall Theme: Under the sea</b></p> <p><b>Literacy Books:</b> Jolly Olly Octopus Sharing a Shell</p> <p><b>Objectives:</b> Draw a detailed sea creature and dictate a sentence about it. Draw and write a sentence using 4/5 words about a holiday adventure. Ascribe meaning to marks using more print knowledge</p> <p><b>Topic Books:</b> Somebody Swallowed Stanley Crab and Clem</p>
	<p><b>Overall Theme: Celebrations</b></p> <p><b>Literacy Books:</b> Kipper’s Birthday Aliens Love Panta Claus Red Rockets and Jelly Hibernation Hotel</p> <p><b>Objectives:</b> Draw a picture of alien and describe it using 2 word combination + Start to ascribe meaning to marks. Label a hotel for hibernation creature.</p>	<p><b>Overall Theme: Insects &amp; Minibeasts</b></p> <p><b>Literacy Books:</b> Mad About Minibeasts! The Very Busy Spider The Very Hungry Caterpillar</p> <p><b>Objectives:</b> Write and draw a list of what the Hungry Caterpillar ate. Ascribe meaning to marks using some print knowledge Tapestry observation of Asda Van etc to show Logo recognition</p>	<p><b>Overall Theme: Journeys</b></p> <p><b>Literacy Books:</b> The Gruffalo We’re going on a Bear Hunt (and performance poem) Rosie’s Walk <b>Poetry – Chocolate Cake Michael Rosen</b></p> <p><b>Objectives:</b> Ascribe meaning to marks using more print knowledge Write name independently with most letters formed correctly. Using the CVC words and pictures provided.</p>

	<p><b>Topic books:</b>  Nativity story  Jesus' Story  Binny's Diwali  The Snowiest Christmas Ever  The Night the Reindeer Saved Christmas</p> <p>Christmas songs and performance</p>	<p><b>Topic Books:</b>  Binky's Time to Fly  Walter's Wonderful Web  Ben plants a Butterfly Garden  The Leaf Man  Superworm</p>	<p>Label a picture with initial sounds using knowledge from RWinc lessons  With support, begin to sound out and write some CVC words.</p> <p><b>Topic Books:</b>  All Aboard for the Bobo Road  Starting Reception (ebook available on twinkl)  End of year songs</p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<p><i>Write name correctly</i>  Use correct letter formation  Use some of their print and letter knowledge in their early writing  Begin to form lower-case letters correctly  Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ...  <i>spell</i>  Use □ initial sounds □ VC □ CVC words  Write labels  Begin to write lists &amp; captions, focusing on ...<i>label, caption, space</i>  Oral rehearsal / vocabulary  Begin to reread what they have written</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words  Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i>  Include word spacing  Orally rehearse caption of sentence before writing  Re-read what they have written to make sure it makes sense  Begin to write a variety of □ fiction and non-fiction sentences / captions</p>	<p>Form most lower-case and capital letter correctly  Write recognisable letters (lower case and capital) most of which are formed correctly  Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs  CVC words  Write simple phrases and sentences that can be read by others  Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter  Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:  2-3 part story (e.g. using story map/planner)  Instructions  Fact cards (e.g. using a 'spidergram' to collate information)</p> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
	<p><b>Overall Theme: Where we live</b>  <b>Literacy books:</b>  Hello Friend (Rebecca Cobb)  Three Little Pigs (Susanna Davidson)  Oi Frog (Kes Gray/Jim Field)</p> <ul style="list-style-type: none"> <li>• write names</li> <li>• label house (setting)</li> <li>• initial sounds</li> <li>• rhyme</li> </ul>	<p><b>Overall Theme: People Who Help Us</b>  <b>Literacy books:</b>  A superhero like you- Dr Ranj  People who help us: Ambulance, firefighters, Police Officer. (non-fiction)  Wendal's Workshop (Chris Ridell)  When I grow up (Jon Hales) ???</p> <ul style="list-style-type: none"> <li>• create and label superhero</li> <li>• caption- what I want to be when I grow up</li> </ul>	<p><b>Overall Theme: Farm</b>  <b>Literacy Books:</b>  What the Ladybird heard (Julia Donaldson)  Farm (non-fiction)  A squash and a Squeeze (Julia Donaldson)  The Tiny Seed (Eric Carle) // Sunflower house (Eve Bunting) // Pig in the Pond // Little Red Hen</p> <ul style="list-style-type: none"> <li>• farm animal descriptions</li> <li>• write a letter (sentence/caption)</li> </ul>

	<p><b>Topic books:</b>  Happy in our skin (Fran Manushkin)  My Great Grandpa (Martin Waddell)  Once we were giants (Martin Waddle)  What can you see in Autumn? (Sian Smith ) (non fiction)  Leaf Man (Lois Ehlert)  Our Class is a Family (Shannon Olsen)  In every house in every street (Jess Hitchann)  We're Going on a Leaf Hunt (Steve Metzger)  Button Box (Margarette Reid and Sarah Chamberlain)  Titch (Pat Hutchins)</p>	<ul style="list-style-type: none"> <li>label character</li> <li>speech bubble</li> <li>create own robot and describe it</li> <li>write an apology card</li> <li>write facts (key words/caption)</li> </ul> <p><b>Topic books:</b>  The Crayon Man – Edwin Binney  (NF) Let's celebrate Holi  Mila gets her super ears  Incredible you (Rhys Brisenden)  Inventors  Firecrackers and Lanterns (Jonny Zucker)  Easter  What happened to you? (James Catchpole)</p>	<ul style="list-style-type: none"> <li>write facts (sentence/caption)</li> <li>write an advertisement (sentence/caption)</li> <li>Write instructions</li> </ul> <p><b>Topic Books:</b>  Eid al-Fitr  Farm  The Birthday Crown (Davide Cali)  See How They Grow (Mary Ling) //farm animal non-fiction</p>
	<p><b>Overall Theme: Castles, Knight and Dragons</b>  <b>Literacy books:</b>  Here Be Dragons (Susannah Llyod)  Sir Dancealot (Timothy Knapman)  Dragon Post (Emma Yarlett)</p> <ul style="list-style-type: none"> <li>label character</li> <li>write a thought bubble about character's feelings</li> <li>create a new character (description)</li> <li>write a pet profile</li> <li>postcard to a dragon</li> </ul> <p><b>Topic books:</b>  Nativity story  The crayons book of numbers  The Castle the King built (Rebecca Colby)  Castles (Big Cat)  Day and night (Robin Nelson)  Zog (Julia Donaldson)  Pumpkin soup</p>	<p><b>Overall Theme: Seasons</b>  <b>Literacy Books</b>  Stickman (Julia Donaldson)  Percy the Park Keeper (after the storm, snowy night and Springy day)  <b>Poetry</b> - Season/weather poems</p> <ul style="list-style-type: none"> <li>missing poster</li> <li>write a diary entry (caption) - setting</li> <li>answer questions about story</li> <li>write about seasons (captions)</li> <li>create a poem</li> </ul> <p><b>Topic Books:</b>  Hats of faith (Medeia Cohen-Petrino)  Golden domes and silver lanterns (Hena Kan)  Ramadan /Eid  All about ... (seasons)  The Proudest Blue (Ibtihaj Muhammad and S.K. Ali)  Sandwich Swap (Kelly DiPuccho Her Majesty Queen Rania Al Abdullah)</p>	<p><b>Overall Theme: Holidays</b>  <b>Literacy Books:</b>  Handa's Surprise  Clem and Crab  <b>Poetry</b> - Seaside Poems</p> <ul style="list-style-type: none"> <li>write a blurb (sentence)</li> <li>write an alternative ending (sentence)</li> <li>Speech bubble showing charcaters feelings (sentence)</li> <li>Write rules</li> <li>Write a poem</li> </ul> <p><b>Topic Books:</b>  The girl with two dads / my daddies  We're all wonders  Miffy in the Netherlands  The Train Ride (June Crebbin)</p>
	<b>YEAR 1</b>		
	<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 1</b>	<p><u>add prefixes and suffixes:</u></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> </ul>	<p><b>Composition</b>  <u>write sentences by:</u></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>

<ul style="list-style-type: none"> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<p><b>Fairy Stories</b> <b>Three Little Pigs (read a variety of different versions including The True Story of the Three Little Pigs – wolf’s perspective)</b></p> <ul style="list-style-type: none"> <li>• Create a detailed story map that shows the main places and events that take place in the story</li> <li>• Description of new house that the children have designed for the three little pigs.</li> <li>• Character description – personality</li> </ul> <p>Retell of story</p>	<p><b>Author study – Oliver Jeffers</b> <b>Lost and Found (other texts would be read and explored – e.g. The Way Back Home)</b></p> <ul style="list-style-type: none"> <li>• SPAG work inc. adjectives, past tense, conjunction ‘and’ and personal pronoun ‘I’</li> <li>• Use positional language.</li> <li>• Writing from a characters perspective</li> <li>• Planning to change the main character, new character description</li> <li>• Planning to change the setting, new setting description</li> <li>• Retell of the story with changes made</li> </ul>	<p><b>Stories from different cultures</b> <b>Pandi the Brave (Nathene Arnaoutis)</b></p> <ul style="list-style-type: none"> <li>• Writing from a characters perspective to include emotion in the retell</li> <li>• Discussion in writing to express emotion</li> <li>• Setting description</li> <li>• Retell of the story with one element of change</li> </ul>
<p><b>Rhyme and repetition</b> <b>The Pirate Song (nursery rhyme)</b></p> <ul style="list-style-type: none"> <li>• Explore with rhyming words</li> <li>• Practise and perform the nursery rhyme</li> <li>• Change some of the rhyming words.</li> </ul>	<p><b>Classic Poem</b> <b>What is Pink (Christian Rossetti)</b></p> <ul style="list-style-type: none"> <li>• Performing poetry</li> <li>• Review of poetry and the structure</li> <li>• Paired poem writing – changing the poem but not the colours.</li> </ul>	<p><b>Modern Poem</b> <b>The Seaside (Jo Peters)</b></p> <ul style="list-style-type: none"> <li>• Performing poetry</li> <li>• Review of poetry/ vocabulary (the structure)</li> <li>• Identify the key features of the poem</li> <li>• Rhyme and changing some of the words in the poem.</li> <li>• Interpret the poem by drawing what they think the verse/stanza is about</li> <li>• Read a variety of seaside poems and write own version on the seaside based on simple structure</li> </ul>
<p><b>Fantasy</b> <b>Mr Benn – Red Knight. Mr Benn – Caveman.</b></p> <ul style="list-style-type: none"> <li>• Simple sentence SPAG work (inc adjectives, past tense and conjunction ‘and’)</li> <li>• Sequencing and role play</li> <li>• Simple retell of the story (supported)</li> <li>• Character description</li> </ul> <p>Questions to the dragon</p>	<p><b>Familiar setting</b> <b>Toy Story</b></p> <ul style="list-style-type: none"> <li>• SPAG work (inc adjectives and past tense)</li> <li>• Sequencing, role play and simple captions</li> <li>• Setting description (own bedroom)</li> <li>• Comparison between Sid’s and Andy’s room.</li> <li>• WANTED posters</li> </ul>	<p><b>Non-Chronological – Fact Book</b> <b>Grace Darling &amp; RNLI</b></p> <ul style="list-style-type: none"> <li>• Read a variety of non-chronological reports.</li> <li>• Key features – heading, contents page, sections, facts</li> <li>• Teach how to gather information and put information into sections (model Captain Scott)</li> <li>• Gather and research information about Grace Darling and the RNLI – knowledge from History unit.</li> </ul>

			<ul style="list-style-type: none"> <li>Create a fact book of information on either Grace Darling or the RNLI</li> </ul>
	<b>Adventure</b> <b>Careful Santa (Julie Sykes)</b> <ul style="list-style-type: none"> <li>Simple sentence SPAG work (inc adjectives, past tense and conjunction 'and')</li> <li>Character description – appearance and personality</li> <li>Sequencing and role play</li> <li>Simple retell of the story (independent)</li> </ul>	<b>Non Chronological – Animals (Read variety)</b> <ul style="list-style-type: none"> <li>Read a variety of non-chronological reports</li> <li>Key features – heading, subheadings, facts, sections, captions, images, labels</li> <li>Visit to the Zoo</li> <li>Categories animals (herbivore, carnivore, omnivore, mammal, reptile, amphibian etc)</li> <li>Write own non-chronological report on animals</li> <li>Research into animals</li> </ul>	<b>Recount</b> <b>World Book Day OR Trip to Dunham Massey</b> <ul style="list-style-type: none"> <li>SPAG work inc. adjectives, past tense, conjunction 'and', chronological order, pronoun 'I')</li> <li>Planning for the recount</li> <li>Recount of the day from start to finish</li> </ul>
	<b>YEAR 2</b>		
	<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 2</b>	<b>Spelling</b> <u>spell by:</u> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<b>Composition</b> <u>develop positive attitudes towards and stamina for writing by:</u> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <u>consider what they are going to write before beginning by:</u> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <u>make simple additions, revisions and corrections to their own writing by:</u> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<b>Vocabulary, Grammar, Punctuation</b> <u>Learn how to use:</u> <ul style="list-style-type: none"> <li>both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

	<p><b>Stories that raise issues</b> My Two Grannies by Floela Benjamin</p> <ul style="list-style-type: none"> <li>Retell</li> </ul> <p><b>Classic poem</b> The Owl and the PussyCat (Edward Lear)</p> <ul style="list-style-type: none"> <li>learn and perform</li> <li>Retell as a narrative</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>write instructions for smoothies</li> </ul> <p><b>Familiar Setting</b> Town mouse and country mouse Katie in London Katie in Scotland</p> <ul style="list-style-type: none"> <li>character description</li> <li>setting description</li> </ul> <p><b>Christmas Theme</b> The Grinch by Dr Seuss</p> <ul style="list-style-type: none"> <li>Alternative story/ending</li> </ul>	<p><b>Historical Stories</b> The Baker’s Boy and the Great Fire of London (Tom and Tony Brandman) MAPS/HAPS Mary and the Great Fire of London (Sue Graves and Alex Patterson) LAPS</p> <ul style="list-style-type: none"> <li>write the ending</li> </ul> <p><b>Alternative Fairy stories</b> Daft Jack and the Beanstack (Laurence Anholt and Arthur Robins)</p> <ul style="list-style-type: none"> <li>character description</li> <li>setting description</li> <li>a retell</li> </ul> <p><b>Poetry – nonsense and Word play</b> <b>Flip flap Safari – Axel Scheffler</b> Riddles, Rhymes and Limericks</p> <ul style="list-style-type: none"> <li>read a range of texts</li> <li>learn and perform</li> </ul> <p><b>Familiar Setting</b> Horrid Henry’s Birthday Party by Francesca Simon</p> <ul style="list-style-type: none"> <li>character description</li> <li>write own horrid Henry story</li> </ul> <p><b>Recounts:</b> Personal Experience/Real Events - Airport Trip</p> <ul style="list-style-type: none"> <li>read a range of recounts</li> <li>write about a trip/event</li> </ul>	<p><b>Author Study of Julia Donaldson</b></p> <ul style="list-style-type: none"> <li>read a range of Julia Donaldson Text. Zog – diary entries What the ladybird heard – own version – story writing ‘at school’ Letter writing. Story ending</li> </ul> <p><b>Modern poem</b> Instructions – Neil Gaimen</p> <ul style="list-style-type: none"> <li>create own instructional poem</li> </ul> <p><b>Traditional tales</b> Goldilocks/ Little Red Riding Hood (not 3 little pigs as in year 1 curriculum)</p> <ul style="list-style-type: none"> <li>plan and change the story</li> </ul> <p><b>Non Chronological Report</b></p> <ul style="list-style-type: none"> <li>non chronological report on recycling</li> </ul> <p><b>Recounts:</b> Personal Experience/Real Events</p> <ul style="list-style-type: none"> <li>read a range of recounts</li> <li>write about a trip/event</li> </ul>
	<b>YEAR 3</b>		
	<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 3</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Composition</b> <u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><u>indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>

		<p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
	<p><b>Fantasy Story</b> <b>BFG – Roald Dahl</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting descriptions</li> </ul> <p><b>Narrative</b> <b>Stone Age Boy – Satoshi Kitamura – History Link</b></p> <ul style="list-style-type: none"> <li>• Adventure story</li> </ul> <p><b>Instructions</b> <b>How to Wash a Woolly Mammoth – Michelle Robinson – History link</b></p> <ul style="list-style-type: none"> <li>• Instructions</li> </ul> <p><b>Myths &amp; Legends</b> <b>Roman Myth</b></p> <p><b>Performance Poetry</b> <b>The Christmas Pine – Julia Donaldson</b></p>	<p><b>Fantasy stories</b> <b>Leon and the Place Between – Angela McAllister</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Continuation of dialogue</li> <li>• Extended narrative</li> </ul> <p><b>Non chronological report</b> <b>Escape from Pompeii – Christina Balit – History / geog link</b></p> <ul style="list-style-type: none"> <li>• Write a report about Pompeii in the past</li> <li>• Write a report of the journey taken to escape</li> <li>• Write a report of the life in Pompeii</li> </ul> <p><b>Modern Poem</b> Poems by Paul Delaney</p> <ul style="list-style-type: none"> <li>• I wonder -poem</li> <li>• Write own version</li> </ul>	<p><b>Author Study</b> <b>The Twits – Roald Dahl</b></p> <ul style="list-style-type: none"> <li>• Persuasive advertisement for the book – why it should be read</li> <li>• Compare to other books written by Roald Dahl, characters, story structure,</li> </ul> <p><b>Letters</b> <b>Mirror – Jeannie Baker</b></p> <ul style="list-style-type: none"> <li>• Informal letters</li> </ul> <p><b>Biography</b> <b>Julius Caesar – History link</b> Biography</p>
	<b>YEAR 4</b>		
	<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 4</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Composition</b> <u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><u>indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul>

	<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	
<b>YEAR 5</b>			
<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>	
<p><b>Year 5</b></p>	<p><b>Stories from other cultures</b></p> <ul style="list-style-type: none"> <li>Egyptian Cinderella (original Cinderella tale)</li> <li>Character description</li> </ul> <p><b>Author Study – Phillip Pullman – Firework Maker’s Daughter</b></p> <ul style="list-style-type: none"> <li>Informal letter</li> <li>Write adventure stories</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>Write instructions on how to mummify a Pharaoh</li> </ul> <p><b>Mystery Stories</b> Literacy Shed – linked to -archaeologists discovery in tombs</p> <p><b>Classic Poetry – The Crocodile – Lewis Carroll</b></p> <ul style="list-style-type: none"> <li>Write own version inspired by this using different creature</li> </ul> <p><b>Balanced argument</b></p> <ul style="list-style-type: none"> <li>Comparing Ancient Egyptians to Romans – which was the better civilization?</li> </ul>	<p><b>Non-Chronological Report – Geog link</b></p> <ul style="list-style-type: none"> <li>Rainforests/Brazil</li> </ul> <p><b>Stories that raise issues</b></p> <p><b>The Greak Kapok Tree – Lynne Cherry</b></p> <ul style="list-style-type: none"> <li>Stories that raise issues – deforestation</li> <li>Persuasive speech writing</li> </ul> <p><b>Personal recount</b></p> <ul style="list-style-type: none"> <li>Chester Zoo trip</li> </ul> <p><b>Biography</b></p> <ul style="list-style-type: none"> <li>David Attenborough</li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>Write and perform their own Haikus and Limericks</li> </ul> <p><b>News reports</b></p> <ul style="list-style-type: none"> <li>Invasion of Vikings</li> <li>Focus on quotes/speech</li> </ul>	<p><b>Beowulf – Rob Lloyd Jones</b></p> <ul style="list-style-type: none"> <li>Diary entry</li> <li>Monster descriptive writing</li> </ul> <p><b>Poetry</b> – Kenning poem</p> <ul style="list-style-type: none"> <li>Write and perform Kenning Poems</li> </ul> <p><b>Modern Poetry</b></p> <ul style="list-style-type: none"> <li>The Magic Box by Kit Wright</li> <li>Children write their own poems inspired by the Magic Box</li> </ul> <p><b>Fantasy</b></p> <p><b>Charlie and the Chocolate Factory – Roald Dahl</b></p> <ul style="list-style-type: none"> <li>Persuasive advert for the factory</li> <li>Playscript based on a chapter</li> <li>Letter in character</li> </ul> <p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p>



- précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Autumn 1**

**Formal Letter writing** – persuasive letter  
**Text/stimulus** – examples of formal letters  
**Information Text** – space  
**Text/stimulus** – examples of information texts  
**Focus** – non-chronological report  
**Outcome** – Science link

**Creative writing** – Black History Month themed speeches  
**Text/stimulus** – interviews, hot seating, inspiring people throughout history  
**Focus** – speeches  
**Outcome** – Black History Month link

**Newspaper report** – Len Johnson  
**Text/stimulus** – interview with Len Johnson’s family, examples of newspaper reports, videos, stories of inspirational figures and reimaginings  
**Focus** – biographical text  
**Outcome** – Black History Month link

**Autumn 2**

**Poetry** – remembrance poems  
**Text/stimulus** – examples of war poetry, Reasons to Write Rhyme (Rob Bradley), videos for stimulus (Beyond Enemy lines)

**Spring 1**

**Balanced argument** – was Henry VIII a good king or a bad king? Topical  
**Text/stimulus** – secondary and primary sources, examples of balanced arguments, information from History lessons  
**Focus** – balanced argument  
**Outcome** – History link

**Chronological report – life cycles**  
**Text/stimulus** – information from Science lessons, examples of chronological reports  
**Outcome** – Science link

**Diary entry** – Day in the life of an Aztec child  
**Text/stimulus** – learning from History lessons, videos, examples of diary entries  
**Outcome** – History link

**Recount** – Beeston Castle trip  
**Text/stimulus** – whole year group trip, examples of recounts, learning from Geography lessons  
**Outcome** – Geography link

**Spring 2**

**Biography** – Famous scientists  
**Text/stimulus** – learning from Science lessons, research  
**Outcome** – Science link

**Summer 1**

**Playscript** –Shakespeare – turning a narrative into a playscript  
**Text/stimulus** –examples of books and playscripts  
**Outcome** – reimagination of a Shakespeare scene from the book/create a new scene

**Contemporary poetry** –

**Summer 2**

**Persuasion**– Capital cities of the UK  
**Text/stimulus** – information from Geography lessons, examples of brochures, examples of persuasive writing  
**Outcome** – a persuasive brochure about a capital city in the UK of their choice (Geography link)

**Narrative – Myths and Legends story writing**  
 Setting and character descriptions  
 Building tension and excitement  
 Story which creates an atmosphere and builds excitement  
**Text/stimulus** – narrative, The Sword in The Stone/cartoon clips on YouTube for extra reference. Examples of Myths and legends.  
**Outcome** – create their own legend/next chapter

**Media Text** – magazine article  
 Text/stimulus - different magazine articles,  
 Outcome – topic link

	<p>Class read: <b>Where the Poppies Now Grow</b> by Hilary Robinson and Martin Impey</p> <p><b>Focus</b> – emotive poetry</p> <p><b>Outcome</b> – emotive remembrance poem (PSHE link – understanding feelings and emotions)</p> <p><b>Adventure Narrative</b> – whole narrative</p> <p><b>Text/stimulus</b> – <b>I Survived a Japanese Tsunami</b> (Lauren Tarshis), <b>The Flood</b> (Alvaro F. Villa)</p> <p><b>Focus</b> – whole narrative</p> <p><b>Outcome</b> – Geography link</p> <p><b>Explanations</b> – History link</p> <p><b>Text/stimulus</b> – whole year trip (Ordsall Hall), range of different explanations, booklets</p> <p><b>Focus</b> – explanatory writing</p> <p><b>Outcome</b> – History link</p>	<p><b>Author Study</b></p> <p>War Horse (Michael Morpurgo)</p> <ul style="list-style-type: none"> <li>• Historical narrative from another character’s perspective</li> <li>• Setting description of battle field</li> <li>• Diary entry from a character’s perspective</li> <li>• Letter home from the war</li> </ul>	
	<b>Year 6</b>		
	<b>AUT</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 6</b>	<p><b>Transcription</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>	<p><b>Composition</b></p> <p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language</li> </ul>	<p><b>Vocabulary, Grammar, Punctuation</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><u>indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

		<p>of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
	<p><b>Author Study (Marcus Sedgwick)</b>  <b>Flood Land</b></p> <ul style="list-style-type: none"> <li>• Third person narrative</li> <li>• Newspaper report</li> </ul> <p><b>Author Study (Berlie Doherty)</b>  Street Child</p> <ul style="list-style-type: none"> <li>• Historical narrative – continuation of the story</li> <li>• Informal letter writing</li> <li>• Diary writing</li> </ul> <p><b>Diary</b></p> <ul style="list-style-type: none"> <li>• Diary entry based on a character from ‘Street Child’ MAPS/LAPS</li> </ul> <p><b>Report</b></p> <ul style="list-style-type: none"> <li>• The Industrial Revolution (HAPS)</li> </ul> <p><b>Modern poetry – linked to Black history month</b></p>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• School Visit (MAPS/ LAPS)</li> </ul> <p><b>Narrative / Character description</b></p> <p><b>Kensuke’s Kingdom</b></p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Explanation text</li> <li>• Character description</li> <li>• Recount from different perspectives</li> </ul> <p><b>Letter writing</b>  <b>The Day the crayons quit</b></p> <ul style="list-style-type: none"> <li>• Informal letter</li> <li>• Formal letter</li> </ul> <p><b>Explanation Text</b></p> <ul style="list-style-type: none"> <li>• WW1</li> </ul> <p><b>Classic poetry</b>  Anthology of WW1</p>	<p><b>Narratives</b></p> <ul style="list-style-type: none"> <li>• Piper - Retell a fictional narrative through dialogue</li> </ul> <p><b>Non- Chronological Report Writing</b>  <b>Balanced Argument</b></p> <ul style="list-style-type: none"> <li>• Geography / eco links</li> </ul> <p>Pandora - Design and create a planet</p> <p><b>Narrative poem</b>  The Highwayman (Alfred Noyes)</p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> </ul> <p><b>Horror / Ghost Story</b>  Spooky stories and twisted tales.</p> <ul style="list-style-type: none"> <li>• Building tension and excitement</li> <li>• Atmosphere</li> <li>• Tension</li> </ul> <p><b>Author study - Shakespeare</b></p>