

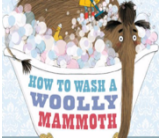

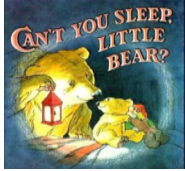


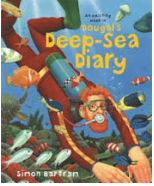

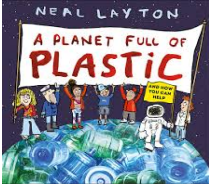

	Autumn Term				Spring Term			Summer Term				
Year 1/2	Meerkat Mail T4W	Poetry: Bonfire Night/Fire	Beegu RR	Narrative poetry Year 1: Julia Donaldson Stick Man	Instructions How to Wash a Woolly Mammoth T4W	The Dragon Machine RR	Year 1: RR: Can't you sleep little Bear?	Dougals Deep Sea Diary RR	Recounts T4W	A Planet full of Plastic (Non Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)	
				Year 2: The Way Home for Wolf			Year 2: Poetry: The Sound Collector				Y2 RWP Transition Unit: Bed Time Stories	
Year 3/4	RWP Planet Earth	Fog Hounds (Fiction) RR		Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas	Firework Makers Daughter (Fiction) RR	RWP WW2	Newspaper Reports	How to help a Hedgehog and protect a Polar Bear (Non- Fiction) RR		Explanation Texts 'How to save....'	RR Myths and Legends Beouwolf	Poetry: Please Mrs Butler Alan Ahlberg
Year 5	RR - Letters from the Lighthouse	RWP: Dual Narrative The Hunter and the hunted.		Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	RWP: The Storm		RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French	Application Unit: The Giant's necklace Diary and newspaper		
Year 6	Thor		The Boy in the striped Pajamas		Hidden Figures	Malala		Wonder				

Nursery	<p>It's my birthday How many sleeps until my birthday The night before my birthday Birthday countdown book</p> <p>Little Red Hen - Harvest 3 Billy goats Gruff - Maths link</p>	<p>Owl Babies Foxes Socks The Gruffalo Brown Bear</p> <p>The Christmas Story</p>	<p>Three Little Pigs Little Red Riding Hood Gingerbread man Goldilocks and the 3 bears</p>	<p>Lisette the vet Ada Twist Scientist My mummy is a fire fighter Topsy and Tim meet the police Pete the Cat construction destruction</p> <p>I Love my Mummy</p>	<p>The train ride Whatever next Naughty Bus Rosie's walk Topsy and Tim go on an aeroplane</p>	<p>The very hungry caterpillar Each peach pear plum Supertato The Enormous Turnip</p> <p>What does Daddy do?</p>	
Reception	<p>Pete the Cat rocking my school shoes. Pete the cat and his four groovy buttons Peace at Last Pumpkin Soup Little Red Hen</p>	<p>Handa's surprise Pete the Cat world Tour</p>	<p>Super Daisy Supertato Elliot Midnight Superhero</p>	<p>What's going on inside my head?</p>	<p>The day the crayons quit. The day the crayons came home. Giraffes can't dance. Chicks</p>	<p>Commotion in the Ocean Shark in the Dark Rainbow Fish</p>	





Year 1 Writing Long Term Overview

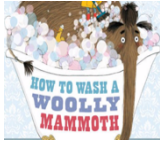
Autumn Term (14 Weeks)	<p>(T4W)- Meerkat Mail 4 weeks</p> 	<p>Poetry -Bonfire Night/Fire Theme 2 Weeks</p> 	<p>RR: Beegu- 4 Weeks</p> 	<p>Narrative poetry - Stickman- 3 weeks</p> 
	<p><u>Most Useful Grammar</u> Can leave spaces between words.</p>	<p><u>Most Useful Grammar</u> Can begin to punctuate sentences using capital letters and full stops. Can join words and clauses using and.</p>	<p><u>Most Useful Grammar</u> Can use a capital letter for names of people. Can join words and clauses using 'and'.</p>	<p><u>Most Useful Grammar</u> Can join words and clauses using and. Can use a capital letter for places. can punctuate sentences using a capital letter and a full stop.</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</p>	<p><u>Key vocabulary</u> Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling</p>
	<p><u>Year Group Non-Negotiables</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u> Revision of Reception work The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting words into sounds before choosing graphemes to represent the sounds words with adjacent consonants rules and guidelines which have been taught.</p>
	<p><u>Writing Outcomes</u> A journey story A post card</p>	<p><u>Writing Outcomes</u> Shape poem Bonfire poem</p>	<p><u>Writing Outcomes</u> Character Description Diary Entry Report</p>	<p><u>Writing Outcomes</u> Letter to Father Christmas Narrative: short story</p>

<p><u>(T4W) How to wash a woolly mammoth - 4 weeks</u></p> 	<p><u>(RR) The Dragon Machine - 3/4 weeks</u></p> 	<p><u>RR: Can't you sleep Little Bear?- 3 Weeks</u></p> 
<p><u>Most useful Grammar</u> can punctuate sentences using a capital letter and a full stop.</p> <p>Can begin to punctuate sentences using a question mark or exclamation mark.</p>	<p><u>Most useful grammar</u> Can leave spaces between words</p> <p>Can join words and clauses using 'and'</p> <p>Can use the personal pronoun I</p>	<p><u>Most useful grammar</u> Can leave spaces between words</p> <p>Can join words and clauses using 'and'</p> <p>Can use the personal pronoun I</p> <p>Can begin to punctuate sentences using a question mark or exclamation mark.</p>
<p><u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle</p>	<p><u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration</p>	<p><u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>
<p><u>Writing Outcomes</u> Instructions</p>	<p><u>Writing Outcomes</u> Instructions Diary</p>	<p><u>Writing Outcomes</u> Recount Character Description</p>

	<p>RR Dougal's deep sea diary- 4 weeks</p> 	<p>Recount: T4W - 2 weeks</p> 	<p>A Planet full of plastic (Non fiction): RR -4 weeks</p> 	<p>Poetry: Under the sea poetry- 2 weeks</p> 
<p>Summer (13 weeks)</p>	<p><u>Most useful grammar</u> Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Can use a capital letter for the personal pronoun 'I'.</p> <p>Can leave spaces between words.</p>	<p><u>Most useful grammar</u> Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Can use a capital letter for the personal pronoun 'I'.</p> <p>Can leave spaces between words.</p> <p>Can join words and clauses using and.</p>	<p><u>Most useful grammar</u> can leave spaces between words</p> <p>Can begin to punctuate using a question mark, full stop and capital letter.</p> <p>Can join words and clauses using and.</p> <p>Can use a capital letter for places.</p>	<p><u>Most useful grammar</u> Can begin to punctuate using a exclamation mark, full stop and capital letter.</p> <p>Can use the personal pronoun 'I'.</p> <p>Can leave spaces between words</p>
	<p><u>Key vocabulary</u> Dive, harbour, treasure, capsule, Atlantis, pearls, surface, mermaids</p>	<p><u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,</p>	<p><u>Key vocabulary</u> Plastic, toxins. Biodegradable, planet, reduce, reusing, environment, scientists.</p>	<p><u>Key vocabulary</u> poem, poet, rhyme, repeat, verse, perform, voice, loud</p>
	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>	<p><u>Year Group Non-Negotiables</u></p> <p>Revision of Reception work</p> <p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants rules and guidelines which have been taught.</p>
	<p><u>Writing Outcomes</u> Diary Entry Instructions Letter</p>	<p><u>Writing Outcomes</u> Recount</p>	<p><u>Writing Outcomes</u> Leaflet Letter</p>	<p><u>Writing Outcomes</u> Short poem Counting poem</p>

Year 2 Writing Long Term Overview

Autumn 14 weeks	<p>(T4W)- Meerkat Mail 4 weeks</p> 	<p>Poetry Bonfire Night/Fire Theme 2 Weeks</p> 	<p>RR: Beegu- 4 Weeks</p> 	<p>Narrative poetry (The Way Home for wolf) - 3 weeks</p> 
	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most useful grammar</u> Can use both familiar and new punctuation correctly, including question marks Can use expanded noun phrases to describe and specify</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p><i>Can use expanded noun phrases to describe and specify</i></p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>
	<p><u>Writing Outcomes</u> Narrative: Journey Story Postcard</p>	<p><u>Writing Outcomes</u> Guy Fawkes/Bonfire poems Shape Poems</p>	<p><u>Writing Outcomes</u> Diary Entry Report Recount</p>	<p><u>Writing Outcomes</u> Leaflet/Report Recount Letter</p>

(T4W) How to wash a woolly mammoth - 4 weeksThe Dragon Machine - 4 weeksPoetry (The Sound Collector)- 2 WeeksMost useful grammar

Can use sentences with different forms: statement, question, exclamation, command

Can use commas to separate items in a list

Most useful grammar

Can use subordination (using when, if, that, or because) and coordination (using or, and, or but).

Can use expanded noun phrases to describe and specify

Most useful grammar

Can use subordination (using when, if, that or because) and coordination (using or, and, or but)

Can use expanded noun phrases to describe and specify

Can make the correct choice and consistent use of present tense and past tense throughout writing.

Key vocabulary

Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle, imperative, command, list, conjunction

Key Vocabulary

Childhood, enchanting, loneliness, machine, legend, creature, description, illustration

Key Vocabulary

verse, couplet, rhyme, classic, line, pattern, poet, stanza

YEAR GROUP NON-NEGOTIABLES

The pupil can, after discussion with the teacher:

write sentences that are sequenced to form a short narrative (real or fictional)

demarcate some sentences with capital letters and full stops

segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

spell some common exception words*

form lower-case letters in the correct direction, starting and finishing in the right place

form lower-case letters of the correct size relative to one another in some of their writing

use spacing between words.

YEAR GROUP NON-NEGOTIABLES

The pupil can, after discussion with the teacher:

write sentences that are sequenced to form a short narrative (real or fictional)

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YEAR GROUP NON-NEGOTIABLES

The pupil can, after discussion with the teacher:

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segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

spell some common exception words*

form lower-case letters in the correct direction, starting and finishing in the right place

form lower-case letters of the correct size relative to one another in some of their writing

use spacing between words.

Writing Outcomes

Instructions

Writing Outcomes

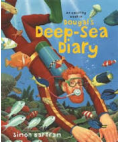



Instructions

Diary

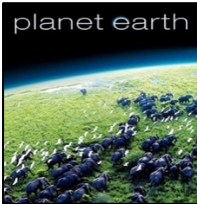
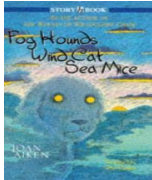

Writing Outcomes

New version of Sound Collector

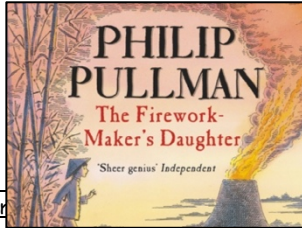
Summer- 13 weeks

<p>RR: Dougal's Deep Sea Diary 3 weeks</p> 	<p>T4W- Recount 2 weeks.</p> 	<p>A Planet full of plastic (Non fiction): RR -4 weeks</p> 	<p>Transition Unit (RWP) Bedtime Stories- 4 weeks</p> 
<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most useful grammar</u> Can write sentences with different forms: statement, question, exclamation, command.</p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>
<p><u>Key vocabulary</u> Dive, harbour, treasure, capsule, Atlantis, pearls, surface, mermaids</p>	<p><u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,</p>	<p><u>Key vocabulary</u> Plastic, toxins. Biodegradable, planet, reduce, reusing, environment, scientists.</p>	<p><u>Key Vocabulary</u> Dragons, inference, deduction,</p>
<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.</p>
<p><u>Writing Outcomes</u> Diary Entry/Instructions/Letter</p>	<p><u>Writing Outcomes</u> Recount</p>	<p><u>Writing Outcomes</u> Leaflet/Letter</p>	<p><u>Writing Outcomes</u> Narrative: Bed Time story</p>

Year 3 Writing Long Term Overview

	<p>RWP Planet Earth- 4/5 weeks</p> 	<p>RR The Fog Hounds 4/5 Weeks</p> 	<p>Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks)</p> 
Autumn- 14 weeks	<p><u>Most useful grammar</u></p> <p>Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u></p> <p>Can use and punctuate direct speech</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause</p> <p>Can use fronted adverbials</p> <p>Can use commas after fronted adverbials</p> <p>Can use the present perfect form of verbs in contrast to the past tense.</p>	<p><u>Most useful grammar</u></p> <p>Can use commas after fronted adverbials.</p> <p>Can indicate possession by using the possessive apostrophe with plural nouns</p> <p>Can use and punctuate direct speech</p>
	<p><u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey</p>	<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>
<p><u>Writing Outcomes</u> Non-chronological report - Nature Documentary Letter to David Attenborough/Greta Thunberg</p>	<p><u>Writing Outcomes</u> Letter Persuasive Text Diary</p>	<p><u>Writing Outcomes</u> Narrative poetry</p>	

RR - The Firework Maker's Daughter - 4 weeks



Most useful grammar

Can use inverted commas to punctuate direct speech

Can use a comma after fronted adverbials

Can express time, place using adverbs, conjunctions and prepositions.

Can extend the range of sentences with more than one clause by using: when, if, because, although

Key Vocabulary Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence

YEAR GROUP NON-NEGOTIABLES

The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:

demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks

spell some identified commonly misspelt words from Year 3 and 4 word list

use some diagonal and horizontal strokes that are needed to join letters consistently.

Writing Outcomes

Character Description
Setting Description
Letter

RWP WW2- 4 weeks



Most useful grammar

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Can use conjunctions, adverbs and prepositions to express time and cause

Key Vocabulary: postcards, letters, formal, informal, contact

YEAR GROUP NON-NEGOTIABLES

The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:

demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks

spell some identified commonly misspelt words from Year 3 and 4 word list

use some diagonal and horizontal strokes that are needed to join letters consistently.

Writing Outcomes

Letters Home
Diary Entries

RR - Newspapers - 3 Weeks



Most useful grammar

Can express time and prepositions.

Can use a or an according to whether the next word begins with a consonant

Can extend the range of sentences with more than one clause by using: when, if, because, although + or a vowel.

Key Vocabulary Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative

YEAR GROUP NON-NEGOTIABLES

The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:





demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks

spell some identified commonly misspelt words from Year 3 and 4 word list




use some diagonal and horizontal strokes that are needed to join letters consistently.

Writing Outcomes

Newspaper Reports



	<p>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks How to save a ...</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can choose nouns or pronouns for clarity and cohesion and to avoid repetition. Can use a comma after fronted adverbials.</p>	<p><u>Most useful grammar</u> Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech</p>
Summer 13 weeks	<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:</p> <p>demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</p> <p>spell some identified commonly misspelt words from Year 3 and 4 word list</p> <p>use some diagonal and horizontal strokes that are needed to join letters consistently.</p>
	<p><u>Writing Outcomes</u> Leaflets Instructions</p>	<p><u>Writing Outcomes</u> Explanation</p>	<p><u>Writing Outcomes</u> Narrative: Legend/Myth Character Description</p>	<p><u>Writing Outcomes</u> Poem</p>

Year 4 Writing Long Term Overview



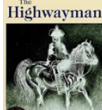
Autumn 14 weeks	RWP - Planet Earth - 4 Weeks (2 weeks) 	The Fog Hounds 4/5 Weeks 	Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks) 
	<u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.	<u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using fronted adverbials. Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.	<u>Most useful grammar</u> Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.
	<u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey	<u>Key Vocabulary</u>	<u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion
	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices. to spell most words correctly (year 1/2 list) to spell some words correctly (year 3/4 list) consistent, legible handwriting. use co-ordinating conjunctions and some subordinating conjunctions. Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices. to spell most words correctly (year 1/2 list) to spell some words correctly (year 3/4 list) consistent, legible handwriting. use co-ordinating conjunctions and some subordinating conjunctions. Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.	<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information. some use of organisational devices. to spell most words correctly (year 1/2 list) to spell some words correctly (year 3/4 list) consistent, legible handwriting. use co-ordinating conjunctions and some subordinating conjunctions. Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists.
	<u>Writing Outcomes</u> Non-chronological report - Nature Documentary Letter to David Attenborough/Greta Thunberg	<u>Writing Outcomes</u> Letter Persuasive Text Diary	<u>Writing Outcomes</u> Narrative Poem

Spring 11 weeks	RR - The Firework Maker's Daughter - 4 weeks 	RWP WW2 	RR - Newspapers - 3 Weeks 
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	<p><u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials</p>	<p><u>Most useful grammar</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns. Using the present perfect form of verbs in contrast to the past tense. Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p>	<p><u>Most useful grammar</u> Using and punctuating direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
	<p><u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence</p>	<p><u>Key Vocabulary:</u> postcards, letters, formal, informal, contact</p>	<p><u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative</p>
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>
	<p><u>Writing Outcomes</u> Character Description Setting Description Letter</p>	<p><u>Writing Outcomes</u> Letters Home Diary Entries</p>	<p><u>Writing Outcomes</u> Newspaper Reports</p>

<p>Summer 13 weeks</p>	<p>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
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<p><u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>	<p><u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u> Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>
<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</p>
<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.</p> <p>some use of organisational devices.</p> <p>to spell most words correctly (year 1/2 list)</p> <p>to spell some words correctly (year 3/4 list) consistent, legible handwriting.</p> <p>use co-ordinating conjunctions and some subordinating conjunctions.</p> <p>Use mostly correctly:</p> <p>capital letters, full stops, question marks, exclamation marks, commas for lists. capital letters, full stops, question marks, exclamation marks, commas for lists.</p>
<p><u>Writing outcomes</u> Leaflets Debate/balanced argument</p>	<p><u>Writing outcomes</u> Explanation</p>	<p><u>Writing outcomes</u> Narrative: Legend/Myth Character Description</p>	<p><u>Writing outcomes</u> Poem</p>

	<p>Letters from the Lighthouse RR 5 weeks approx</p> 	<p>RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx</p> 	<p>Poetry: The highwayman 3/4 weeks approx</p> 
	<p><u>Most Useful Grammar</u></p> <p>Can use relative clauses with a relative pronoun.</p> <p>Comma to separate clauses</p> <p>Using further organisational and presentation devices to structure the text: Headings /Bullet points/ Underlining</p>	<p><u>Most useful grammar:</u></p> <p>Can recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive form.</p> <p>Use the perfect form of verbs to mark relationships of time or cause.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p><u>Most useful grammar:</u></p> <p>Can use commas to clarify meaning or avoid ambiguity in writing</p> <p>Can use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Can use expanded noun phrases to convey complicated information concisely</p>
	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	<p><u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquillity dappled papaya</p>	<p><u>Key Vocabulary:</u> Galleon, tragedy, romance, courage, betrayal, ostler, breeches, afterlife</p>
<p>Autumn 14 weeks</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list)</p> <p>consistent, legible handwriting.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u></p> <p>The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas</p> <p>describing settings and characters</p> <p>use some cohesive devices within paragraphs</p> <p>use different verb forms mostly accurately</p> <p>use co-ordinating and subordinating conjunctions.</p> <p>Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</p> <p>to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list)</p> <p>consistent, legible handwriting.</p>
	<p><u>Writing Outcomes:</u> Narrative: Myth NC Report</p>	<p><u>Writing Outcomes:</u> Letter/Diary A dual narrative to build tension</p>	<p><u>Writing Outcomes:</u> Poem Short story (recount)</p>

Spring 11 weeks

RR: Ghost boys 5/6 weeks



RWP: The Storm 4/5 weeks



Most useful grammar:

Use a wide range of co-ordinating and subordinating conjunctions to develop and extend my ideas.

Use pronouns and determiners to promote cohesion and flow

Refining ideas based on experience of good quality example texts

Semi-colons, colons or dashes to mark independent clauses

By using semi-colons, colons or dashes to mark between independent clauses

Most useful grammar:

Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Can use passive verbs to affect the presentation of information in a sentence

Can use the perfect form of verbs to mark relationships of time and cause

Can use expanded noun phrases to convey complicated information concisely

Key Vocabulary:

Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.;

Key Vocabulary:

Icy brisk prowled eerie gloomy hammering

YEAR GROUP NON-NEGOTIABLES

**The pupil can write for a range of purposes and audiences:
using paragraphs to organise ideas**

describing settings and characters

use some cohesive devices within paragraphs

use different verb forms mostly accurately

use co-ordinating and subordinating conjunctions.

Use mostly correctly:

capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction

to spell most words correctly (years 3/4 list)

to spell some words correctly* (years 5/6 Spelling list)

consistent, legible handwriting.

YEAR GROUP NON-NEGOTIABLES

**The pupil can write for a range of purposes and audiences:
using paragraphs to organise ideas**

describing settings and characters

use some cohesive devices within paragraphs

use different verb forms mostly accurately

use co-ordinating and subordinating conjunctions.

Use mostly correctly:

capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction

to spell most words correctly (years 3/4 list)

to spell some words correctly* (years 5/6 Spelling list)

consistent, legible handwriting.

Writing Outcomes:



Biography
Setting description
Letter
Debate

Writing outcomes

A description of a storm
Poem
Leaflet/Brochure to inform

Summer 13 weeks

Year 6 Writing Long Term Overview

Autumn 14 weeks		
	<p><u>Most useful grammar:</u> Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.</p>	<p><u>Most useful grammar</u> Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.</p>
	Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed	Key vocabulary: Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship
	<p><u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes</p> <p>use paragraphs to organise ideas</p> <p>in narratives, describe settings and characters</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>	<p><u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes</p> <p>use paragraphs to organise ideas</p> <p>in narratives, describe settings and characters</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.</p>
	<p><u>Writing Outcomes</u> Narrative</p>	<p><u>Writing Outcomes</u> Newspaper Balanced Argument Diary Entry</p>



Most useful grammar:

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

- Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)

- Linking ideas across paragraphs using adverbials of time (for example, later), place [for example, nearby] and number (for example, secondly) or tense choices (for example, he had seen her before)

- Brackets, dashes or commas to indicate parenthesis

- Use of commas to clarify meaning or avoid ambiguity

- Use of expanded noun phrases to convey complicated information concisely

- Devices to build cohesion within a paragraph (for example, then, after that, this, firstly)

- How words are related by meaning as synonyms and antonyms (for example, big, large, little)

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)

Most useful grammar:

Use semi-colons, colons or dashes to mark between independent clauses.

Commas to avoid ambiguity.

Brackets, dashes or commas to indicate parenthesis.

Semi-colons, colons or dashes to mark independent clauses.

Commas to separate clauses

Brackets, dashes or commas to indicate parenthesis.

Semi-colons, colons or dashes to mark independent clauses.

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Use passive verbs to affect the presentation of information

Use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey information concisely.

Use modal verbs or adverbs to indicate degrees of possibility

Key vocabulary: segregated, turbulence, orbit, NASA (National Aeronautics and Space Administration), trajectories, wind tunnel

YEAR GROUP NON-NEGOTIABLES

write for a range of purposes

use paragraphs to organise ideas

in narratives, describe settings and characters

in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly

spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*

write legibly.

Key vocabulary: al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho

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write legibly.

Summer 13 weeks



Most useful grammar:

Can use relative clauses with a relative pronoun.
 Can use the perfect form of verbs.
 Use expanded noun phrases to convey information concisely.
 Commas to avoid ambiguity.
 Hyphens to avoid ambiguity.
 Brackets, dashes or commas to indicate parenthesis.
 Semi-colons, colons or dashes to mark independent clauses.
 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form
 Use semi colons, colons and dashes to mark boundaries between independent clauses.

Key vocabulary:

cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome

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write legibly.

Writing Outcomes:
 Recount- Dairy, Newspaper report
 Explanation text - instructions

Writing Outcomes:
 memoir, non-chronological report, formal persuasive letter, diary entry, newspaper report

Writing Outcomes:
 Speech, biography, persuasive letter

Writing Outcomes:
 Speech, biography, persuasive letter

