

Year 5/6

	Autumn 1	Autumn 2	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
	Quivering Quakes and Almighty Shakes		World Wars		Anglo-Saxons and Scots	
Texts	Explanation texts Poetry society	Online blog Literacy Shed – visual literacy	TES – diary entries https://www.tes.com/teaching-resource/guided-reading-year-5-6-world-war-2-diary-entries-11525562 My Secret War Diary by Flossie Albright & Marcia Williams Various factual books about The Blitz	Carrie’s War by Nina Bawden	How to be an Anglo-Saxon in 13 Easy Stages – Scoular Anderson Beowulf – BBC Teach <i>Residential 22 – 26th May 2023</i>	An Anglo-Saxon Boy by Tony Bradman
Genre	Whole- school themed week - Author biography Statements, questions, exclamations and commands Narrative – 3 rd person	Whole- school themed week – The Great Fire of London Explanation text – How to survive an earthquake Narrative – life-changing event	We Are Writers – writing for pleasure (2 days) Diary entry – the night after WW2 is declared (1 week) Instruction text – How to survive an air raid (2 weeks) Non-chronological report – The Blitz (2 weeks)	Whole-school themed week (4 days) – Fairtrade Fairtrade Fortnight – 27 th Feb – 12 th March – Persuasive writing – Why you should buy Fairtrade. Narrative – emotional journey as an evacuee (2 weeks)	Whole -school themed week (4-days) – The King’s Coronation 9 th -12 th May – autobiography as King Charles Explanation text – How to be an Anglo-Saxon (2 weeks)	We Are Writers – writing for pleasure Diary entry – as Magnus (1 week) Instruction text – How to make a Viking long boat (1-2 weeks) Newspaper report – What happened

		<p>Explanation text – volcanoes</p> <p>Diary entry</p> <p>Poetry - Kennings</p>	<p>Report of a survivor including dialogue</p> <p>Persuasive formal letter</p>		<p>Informal letter – from an evacuee home (1 week)</p> <p>Discussion– Should Operation Pied Piper have been Compulsory? (2 weeks)</p>	<p>Narrative – alternative ending (2 weeks)</p>	<p>during the Battle of Hastings. (2 weeks)</p> <p>Poetry – riddles (based on Anglo-Saxon objects/people) (1 week)</p>
SPaG Focus Year 5	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify relative pronouns e.g. which, that, who (whom, whose), when, where</p> <p>Use relative pronouns appropriately</p> <p>Use devices (connectives) for cohesion within a paragraph</p> <p>Ensure correct subject verb agreement</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify relative clauses e.g. beginning with who, which, where, when, whose, that</p> <p>Use relative clauses to expand sentences</p> <p>Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text</p> <p>Experiment with clause position in complex sentences</p> <p>Orchestrate a range of sentence structures</p> <p>Ensure correct subject verb agreement</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will</p> <p>Identify a modal adverb is e.g. perhaps, surely, obviously</p> <p>Use modal verbs and adverbs</p> <p>Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs</p> <p>Understand what parenthesis is</p> <p>Recognise and identify brackets and dashes</p> <p>Use brackets, dashes or commas for parenthesis</p> <p>Ensure correct subject verb agreement</p>				
Year 6	<p><u>Use a range of devices for cohesion across a text e.g.</u></p>	<p>Understand and recognise active and passive voice</p> <p>Understand and explore synonyms and antonyms</p> <p>Use passive voice appropriately in writing</p>	<p>Recognise and understand ‘the subjunctive’ e.g. If Fred were here, things would be different</p>				

	<p><u>repetition, connectives, ellipsis etc.</u> Understand the basic subject, verb, object structure of a sentence Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page Use the 'perfect form' of verbs Understand how colons are used Use colons appropriately Understand how to use punctuation with bullet points Use punctuation consistently with bullet points</p>	<p>Use the 'perfect form' of verbs for effect <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u> Understand how semi-colons are used Use semi-colons appropriately Understand how dashes are used for marking the boundaries between independent clauses Use dashes to mark the boundaries between independent clauses Understand how hyphens are used Use hyphens appropriately Use more than one subordinate clause successfully in a complex sentence</p>	<p>Understand how ellipsis is used Use ellipsis appropriately Use correct grammatical terminology when discussing their writing <u>Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</u></p>
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Year 4/5

	Autumn 1	Autumn 2	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
	Our European Neighbours		A Turning Point in Britain		Our Local Area	Pop Art
Texts		The Boy in the Back of the Class – Onjali Rauf	The Railway Children – Ladybird Classic	What's Inside Trains – David West	Internet research Books about the local area Local newspaper reports	Internet Research Macavity by T.S Eliot The Treasures – Clare Bevan Today, I feel – Gervais Phinn The Trouble with My Brother – Brian Patten You Can't

					Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopedia to Every Vehicle		Stop me – Miriam Moss
Genre	Whole school themed week Information leaflet	Whole- school themed week – The Great Fire of London Diary entry Narrative – refugee story	We Are Writers – writing for pleasure (2 days) Formal letter – asking for help as one of the children (1 week) Narrative – retell the landslide scene from one of the characters’ perspective (2 weeks) Playscripts – write a scene from the story into a playscript (1-2 weeks)	Whole-school themed week (4 days) - Fairtrade Fairtrade Fortnight – 27 th Feb – 12 th March - Persuasive writing – Why you should buy Fairtrade. Non-chronological report - trains (1-2 weeks) Poetry – Tankas and Cinquain poems about trains (1 week) Explanation text – How to Stay Safe on the Railway	Whole-school themed week - The King’s Coronation 9 th -12 th May – autobiography as King Charles Persuasive writing – Come and live in the Dengie Peninsula (1-2 weeks) Narrative – familiar settings (1-2 weeks) Newspaper report – reporting on an exciting, imaginary event in Tillingham (1-2 weeks)	We Are Writers – writing for pleasure Instructions – How to create a piece of Pop Art (1-2 weeks) Biography – famous Pop Artist (1-2 weeks) Discussion – Should children have to study art? (1 – 2 weeks) Performance Poetry (1 week)	

				(1-2 weeks)		
SPaG Focus Year 4	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use adverbs to express frequency e.g. often and manner e.g. loudly</p> <p><u>Use fronted adverbials</u></p> <p>Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's</p> <p>Know what a subordinate clause is</p> <p><u>Use subordinate clauses to write complex sentences – drop in sentence</u></p> <p>Use connectives for cohesion across a text</p> <p>Identify determiners</p> <p>Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)</p> <p><u>Use inverted commas and other speech punctuation appropriately</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use adverbs to express frequency e.g. often and manner e.g. loudly</p> <p>Use connectives for cohesion across a text</p> <p>Identify and recognise adverbial phrases and clauses</p> <p><u>Use fronted adverbials</u></p> <p>Use commas to mark off fronted adverbials</p> <p><u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u></p> <p><u>Use subordinate clauses to write complex sentences – drop in sentence</u></p> <p>Use commas for marking off subordinate clauses</p> <p><u>Use inverted commas and other speech punctuation appropriately</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use a wider range of conjunctions to extend sentences including when, if, because, although</p> <p><u>Use fronted adverbials</u></p> <p>Know what a complex sentence is</p> <p>Write complex sentences</p> <p><u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u></p> <p>Fully understand the difference between plural and possessive s</p> <p>Use apostrophes to show plural possession e.g. The boys' house</p> <p>Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)</p> <p><u>Use inverted commas and other speech punctuation appropriately</u></p>			
Year 5	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify relative pronouns e.g. which, that, who (whom, whose), when, where</p> <p>Use relative pronouns appropriately</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify relative clauses e.g. beginning with who, which, where, when, whose, that</p> <p>Use relative clauses to expand sentences</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use commas to clarify meaning or avoid ambiguity</u></p> <p>Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will</p> <p>Identify a modal adverb is e.g. perhaps, surely, obviously</p>			

		Use devices (connectives) for cohesion within a paragraph Ensure correct subject verb agreement	Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Experiment with clause position in complex sentences Orchestrate a range of sentence structures Ensure correct subject verb agreement	Use modal verbs and adverbs Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs Understand what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis Ensure correct subject verb agreement
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Year 2/3

		Autumn 1	Autumn 2	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
		Mighty Mountains	Fire! Fire!	Land of the Pharoahs		Our Blue Planet	Whatever the Weather
Texts		The Minpins – Roald Dahl Stuck and the Hueys – Oliver Jeffers	The Great Fire of London The Polar Express	I was There: Tutankhamun’s Tomb – Sue Reid	Explore Ancient Egyptians – Jane Bingham Cinderella of the Nile – Marjan Vafaeian Literarycurriculum.co.uk	Where the Forest Meets the Sea – Jeannie Baker	Cloudy with a Chance of Meatballs – Judi Barrett
Genre		Whole-school themed week - authors Adventure narrative	Whole- school themed week – The Great Fire of London Information booklet	We Are Writers – writing for pleasure (2 days) Diary entry (2 weeks) Historical narrative – story of discovering	Whole-school themed week (4 days) - Fairtrade Fortnight – 27 th Feb – 12 th March – advert – Buy Fairtrade Non-chronological report – linked to a	Whole-school themed week - The King’s Coronation 9 th -12 th May – descriptive writing Narrative writing – an imaginative	We Are Writers – writing for pleasure Non-chronological report – weather (2 weeks)

			<p>Danger posters</p> <p>Settings</p> <p>Reports</p> <p>Postcards</p> <p>Letter writing formal and informal</p>	<p>Warning posters (instructions), letters of advice, speech</p> <p>Recount</p> <p>Letter to Santa</p> <p>Poetry - rhyming couplet</p>	<p>an ancient Egyptian relic (2 weeks)</p> <p>Poetry – list poems e.g. things found in a tomb (1 week)</p>	<p>theme e.g. gods and goddesses (2 weeks)</p> <p>Narrative - Traditional tale - (literary curriculum) (3 weeks)</p>	<p>journey into the rainforest (2 weeks)</p> <p>Instructions (2 weeks)</p> <p>Poetry – Haikus (1 week)</p>	<p>Diary entry – the day food fell from the sky (1 week)</p> <p>Poster – How to stay safe in the sun (1 wk)</p> <p>Poetry – nonsense poems (1 week)</p>
SPaG Focus Year 2		<p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write commands</p> <p>Join sentences with ‘or’ and ‘but’</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p>Identify and know the purpose of adjectives</p> <p>Write expanded noun phrases</p> <p>Avoid using ‘and’, ‘but’ or ‘so’ after a full stop</p>	<p><u>Use present and past tense mostly correctly and consistency</u></p> <p><u>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</u></p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions</p> <p>Write expanded noun phrases</p> <p>Identify and know the purpose of adjectives</p> <p>Use apostrophes for simple contracted forms</p> <p>Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences</p> <p>Use commas for lists</p> <p>Write consistently in ‘past’ or ‘present’ tense</p> <p>Form adverbs by adding –ly to adjectives</p>	<p><u>Use present and past tense mostly correctly and consistency</u></p> <p><u>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</u></p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Identify and know the purpose of verbs</p> <p>Use interesting verbs when writing</p> <p>Explain what an apostrophe is</p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</p> <p>Form nouns by using suffixes such as –ness and –er.</p> <p>Form adjectives using –ful, -er, -est and –less (link with spelling)</p>				

				Identify and use -ly adverbs	
	Year 3		<p>Use correct grammatical terminology when discussing their writing</p> <p>Use and understand the terms consonant and vowel</p> <p><u>Use a or an appropriately</u></p> <p>Recognise what a pronoun is</p> <p>Recognise and explain what a conjunction is</p> <p><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u></p> <p>Recognise direct speech and inverted commas</p> <p><u>Use direct speech and inverted commas</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u></p> <p><u>Use a or an appropriately</u></p> <p>Explore word families based on common words</p> <p>Identify adverbs</p> <p>Identify prepositions</p> <p>Use prepositional phrases to add detail to sentences</p> <p><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u></p> <p><u>Use inverted commas</u></p> <p>Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u></p> <p><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u></p> <p>Create new nouns using prefixes</p> <p>Use prepositions to express time, cause and place e.g. before, after, during, in, because of</p> <p>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</p> <p>Understand what a main clause is</p> <p>Identify simple and compound sentences</p> <p>Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them</p>

Year 1/2

	Autumn 1	Autumn 2	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
	Castles, Kings and Queens	Frozen Planet	Our local area	Let's Go On Safari	Exciting Explorers	By the Seaside
Texts	Look inside a castle The Castle the King Built The Queen's Knickers	The Rainbow Bear Oi Get off our Train Over in the Arctic Penguins Can't Fly	Tidy by Emily Gravett The Town Mouse and the Country Mouse	Africa Amazing Africa Country by Country Handa's Surprise Catch that Chicken by Atinuke & Angela Brooksbank	The Great Explorer by Chris Judge 10 Things Found in an Explorer's Pocket – Ian MacMillan	At the Beach by Roland Harvey Beside the Sea – Claire Hibbert Clean Up by Nathan Byron

		History of Britain's King's and Queens	The Snowflake Mistake			The Tunnel by Anthony Browne	
Genre	Whole-school themed week – authors	Whole- school themed week – The Great Fire of London Instruction Texts	We Are Writers – writing for pleasure (2 days) Recount – a walk around our local area (2 weeks) Poetry – pattern and rhyming poem – Tillingham (1 week) Narrative – traditional tales (2 weeks)	Whole-school themed week (4 days) - Fairtrade Fortnight – 27 th Feb – 12 th March – advert – Buy Fairtrade Narrative – stories from other cultures – retell the story from Handa's point of view (2 weeks) TES Non-chronological report – Africa (2 weeks) Instructions – How to catch a chicken (1 week)	Whole-school themed week - The King's Coronation 9 th -12 th May – descriptive writing Narrative – adventure story – retell the story of Tom rescuing his Dad (2 weeks) Poetry –list poem - 10 things found in an explorer's pocket (1 week) Diary entry from Jack an/or Rose's perspective (2 weeks)	We Are Writers – writing for pleasure Informal letter to Grandma describing a day at the beach (2 weeks) Non-chronological report – Seaside Holidays (2 weeks) Poster – Stop Plastic Pollution (1 week)	
SPaG Focus Year 1	<u>Leave spaces between words</u> <u>Use full stops and capitals</u> Join words with 'and' within sentences		<u>Leave spaces between words</u> <u>Use full stops and capitals</u> Join words with 'and' within sentences Use capital letters for people, places, days of the week and 'I' Use exclamation marks Use question marks		Join sentences with 'and' Change the meaning of words by adding un- Form new nouns by compounding e.g. whiteboard Identify and know the purpose of nouns Form singular and plural nouns		

			Use correct grammatical terminology when discussing their writing	
	Year 2	<p>Recognise and write statements Recognise and write questions Recognise and write commands Join sentences with 'or' and 'but' Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Identify and know the purpose of adjectives Write expanded noun phrases Avoid using 'and', 'but' or 'so' after a full stop</p>	<p><u>Use present and past tense mostly correctly and consistency</u> <u>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</u> Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Write expanded noun phrases Identify and know the purpose of adjectives Use apostrophes for simple contracted forms Use 'when', 'if', 'that' and 'because' to extend sentences Use commas for lists Write consistently in 'past' or 'present' tense Form adverbs by adding -ly to adjectives Identify and use -ly adverbs</p>	<p><u>Use present and past tense mostly correctly and consistency</u> <u>Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</u> Use correct grammatical terminology when discussing their writing Identify and know the purpose of verbs Use interesting verbs when writing Explain what an apostrophe is Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Form nouns by using suffixes such as -ness and -er. Form adjectives using -ful, -er, -est and -less (link with spelling)</p>

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves and All About Me	Celebrations (panto)	Superheroes (People who help us – police/fire service/nurses)		Dinosaurs	Animals (zoo)
Recommended Texts			Lucia the Luchadora		Dinosaurs Love Underpants	Goodnight Gorilla – Peggy Rathmann

			<p>Superheroes Don't Get Scared... Or Do They? by Kate Thompson and Clare Elsom</p> <p>Supertato</p> <p>Superworm by Julia Donaldson</p> <p>Charlie the Firefighter Twinkl ebook</p> <p>Nurse Clementine – Simon James</p> <p>Busy People – Police Officer</p>	<p>Zog</p> <p>The Something – Rebecca Cobb</p> <p>Doctorsaurus – Emi-Lou May and Leire Martin</p> <p>The Dinosaur Department Store – Richard Merritt and Lily Murray</p>	<p>Dear Zoo – Rod Campbell</p> <p>Hullabaloo at the Zoo</p> <p>Hole in the Zoo – Chloe and Mick Inkpen</p>
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