**English (writing) Curriculum**

**Progression of Skills**

**Great Linford Primary School**



At Great Linford we believe that language and literacy are fundamental to the overall development of the child and their access to the all areas of the curriculum. We aim to deliver high quality teaching in reading, writing and speaking and listening skills to enable children to become confident and successful in all areas of English and beyond. We follow the National Curriculum using the Talk for Writing (T4W) approach in writing and Read, Write Inc. in phonics. Our spelling curriculum is underpinned by the No Nonsense Spelling scheme. All of what we teach is centred on our class topics though some aspects are taught discreetly when needed. The overall aim of our English curriculum is to provide lessons that are engaging, appropriate to the pupils needs, extends their ability and teaches them life skills that they will use beyond Great Linford Primary School.

**EYFS**

ELG Writing *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

| **Moving and Handling** | **Writing** | **Being imaginative** | **Spelling** | **G&P** |
| --- | --- | --- | --- | --- |
| Begins to form recognisable letters.  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Handles tools, objects, construction and malleable materials safely and with increasing control.  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines | Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions.  Attempts to write short sentences in meaningful contexts. | Introduces a storyline or narrative into their play  Create simple representations of events, people and objects. | Know the terms:  Letter  Phoneme  Grapheme  Syllable  Words are spelt correctly and others are phonetically plausible.  Write some irregular common words | Punctuation:  Full stops  Capital letters  Grammar:  Determiners (the a my your an this that his her their some all)  Prepositions (up down in into out to onto)  Adjectives (e.g. old, little, big, small, quiet)  Adverbs (luckily, slowly, quickly)  Noun (knowing that naming words are objects, things or people)  Can write a sentence which can be read by themselves and others.  Compound sentences using connectives (coordinating conjunctions) and / but |

**Handwriting**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
|  | | | **Pen License Introduced** | | |
| sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  form digits 0-9  understand which letters belong to which handwriting ‘families’ and to practise these (see Think Write scheme of work) | form lower-case letters of the correct size relative to one another  start using some of the diagonal and horizontal strokes  needed to join letters  write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Use spacing between words that reflects the size of the letters. | use the diagonal and horizontal strokes that are needed to  join letters using cursive style.  increase the legibility, consistency and quality of their handwriting | Letters are joined using cursive style. Capitals are never joined.  increase the legibility, consistency and quality of their  handwriting | Knows when to join and when not to join.  choosing the writing implement that is best suited for a task | All letters are of a consistent size.  Always joined and legible.  Pupils can write with speed.  Pupils can choose the writing implement that is best suited for a task. |

**Punctuation**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Finger spaces that are of a similar size.  Full stops to demarcate the end of a sentence.  Capital letter for names.  Capital letter for the  personal pronoun I | Capital letters for start of sentence and proper nouns.  Full stops correctly used.  Question marks  Exclamation marks  Commas to separate items in a list  Comma after –ly opener  e.g. Fortunately,….Slow  ly,….  Apostrophes for contractions. | Consolidate year 2 list  Colon before a  List  inverted commas  for direct speech  Use of commas after fronted adverbials  Commas to demarcate subordination | Consolidate year 3 list  Use possessive use of apostrophe.  Brackets to add additional detail. | Consolidate Year 4 list  Rhetorical questions  Dashes  Brackets/dashes/commas  for parenthesis  Colons  Use of commas to clarify  meaning or avoid  ambiguity  Hyphens used in compound words. | Consolidate year 5 list  Use of semi-colons |

**Grammatical Terminology**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Verbs in basic form and past tense  Sentence types:   * *questions,* * *statements* * *commands.*   Adjectives to describe nouns  Conjunctions (and, but, so, then, next, because) to join clauses  Suffixes to create plurals (-s and –es)  Understand the following terms:   * *Letter* * *Capital letter* * *Word* * *Sentence* * *Singular* * *Plural* * *Punctuation* | Sentence types:   * *Statements* * *Questions* * *Exclamations* * *Commands*   Subordination (using when, if, that, because) and co-ordination (using or, and, but)  Adverbs (slowly, quickly, too)  Contractions using an apostrophe  Understand the following terms:   * Noun (common) & noun phrase * compound * suffix * adverb * verb tense (past, present) * comma | Prepositions  Coordinating conjunctions  Relative clauses  Understand the following terms:   * Preposition * conjunction * word family * prefix * clause / subordinate clause * direct speech consonant / vowel * inverted commas   Introduce paragraphs to link related material | sentences with different forms: statement, question, exclamation, command  expanded noun phrases to describe and specify [for example, the blue butterfly]  subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Understand the following terms:   * determiner * pronoun * possessive pronoun adverbial | Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity  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]  Understand the following terms:   * modal verb * relative pronoun * relative clause * parenthesis * bracket * dash * cohesion * ambiguity | Use semi-colons to link sentences and ideas  Linking ideas across paragraphs using a wider range of cohesive devices  Use layout devises correctly including:  Headings  sub-headings  columns  bullets  tables  Understand the following terms:   * Subject * object * active * passive * synonym * antonym * ellipsis * hyphen * colon * semi-colon * bullet points |

**Phonics and Spelling**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| **Phonics: RWI /Spellings: NNS** | | **No Nonsense Spellings (NNS)** | | | |
| Recognise and order the alphabet – lower  and upper case  Know the vowels – long and short  Be able to segment and blend words to be  able to read and write them.  Have developed automaticity in reading  and spelling high frequency words  Be able to read and spell phonetically  plausible real and nonsense words using  the graphemes taught | Know first 100 HFW.  Be able to use their phonic knowledge to  underpin spelling.  Understand morphology to be able to use  root words and suffixes.  Spelling rules (see appendix 2.0) | Spell further homophones  Spell words that are often misspelt (Appendix 3.0) | Spell further homophones  Spell words that are often misspelt (Appendix 4.0) | Spell some words with ‘silent’ letters  Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and  understand that the spelling of some words needs to be learnt  specifically, as listed in Appendix 5.0 | Know words on statutory words list  New spelling rules in appendix 6.0 |

**Spelling Appendix:**

| 1.0  Phase 2  High Frequency Words:  a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up Tricky Words: the, no, to, into, go, I  Phase 3  look, see, that, them, this, then, too, will, with  Tricky words: be, he, me, she, was, we, you  Prefix un (i.e. unhappy)  Common exception words: Read and Spell  the, a, do, today, of, said, says, are, were, was,  is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our  Phase 3 (EYFS)  down, for, now, that, them, this, Tricky words: all, are, her, my, they  Phase 4:  went, children, it's, just, from, help  Tricky words: come, do, have, like, little, one, out, said, so,some, there, were, what, when  Phase 5:  don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about  Tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could | 2.0  To read and spell   * dge or ge phoneme at the ends of words * s phoneme, spelt ‘c’ (soft c) * n phoneme, spelt ‘kn’ and ‘gn’ * r phoneme, spelt ‘wr’ * l phoneme, spelt ‘le’ at the ends of words * l phoneme, spelt ‘el’ * l phoneme, spelt ‘al’ * Words ending ‘il’ * -y (long ‘i’ phoneme) at the ends of words * adding -es to nouns and verbs ending in –y * adding -ed, -ing, -er and -est to a root word * ending in –y with a consonant before it. * adding -ing, -ed, -er –est and –y to words * ending in -e, with a consonant before it. * adding -ing, -ed, -er, -est and -y to words of * the phoneme spelt ar after w * suffixes -ment, -ness, -ful, -less and –ly * Contractions * Possessive apostrophe – singular nouns * -tion * Homophones and near- homophones   Common exception words (read and spell)  door, floor, poor because, find, kind, mind, behind, child, children, wild,  climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, |
| --- | --- |
| Appendix 3.0  Spellings rules to be taught:   * Prefixes un, mis, re and dis * ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*) * Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) * The /ɪ/ sound spelt ‘y’ * Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’ * Suffixes ‘-less’, ‘-ness’, ‘-ful’ * and ‘-ly’ | Appendix 4.0  Know spellings with following rules:   * possessive apostrophe with singular proper nouns * Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ * Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) * The /g/ sound spelt ‘gu’ * Homophones (scene/seen, mail/male, bawl/ball) * Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ |
| Appendix 5.0  Spellings including:   * Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) * Suffixes: ‘-ous’, ‘-ing’, ‘-ed’, ‘-es’ or ‘-ies’, * Sound ‘graph’ i.e. graphic * ‘cei’ sound i.e. ceiling   Words on year 5 and 6 statutory list contained within NNS Y5 | Appendix 6.0  Most words on KS2 statutory word list. |

**Speaking and Listening**

|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | Take turns to talk, listening carefully to the contributions of others.  Understand instructions with more than one point. | Sift information and focus on the important points.  Seek clarification when a message is not clear | Engage in discussions, making relevant points. | Ask for specific additional information to clarify. | Understand how to answer questions that require more than a yes/no or single sentence response.  Demonstrate active listening by justifying ideas or expanding on the ideas of others. | Recognise and explain some idioms  Understand the meaning of some phrases beyond the literal interpretation.. |
| Speaking | Speak in a way that is clear and easy to understand.  Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.  Recount experiences with interesting detail. Take part in role play of a familiar story. | Speak confidently to a group of peers so that they understand the message of what is being said.  Reflect on the clarity of the message given. | Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.  Use a mixture of sentence lengths to add interest to discussions and explanations. | Vary the length and structure of sentences.  Ask questions and make suggestions to take an active part in discussions.  Present an idea, topic or explanation to a group of peers.  Comment on the grammatical structure of a range of spoken and written accounts. | |
| Debate | Take turns to talk, listening carefully to the contributions of others.  Know that different language is appropriate in different situations (formal and informal) | Know that different people hold opinions that are different from our own.  Make contributions that are relevant to those that have come before. | Vary language between formal and informal according to the situation. | Respectfully challenge opinions or points, offering an alternative. | Build on points and provide counter arguments with fact, opinions and rhetorical questions. | Add humour to a discussion or debate where appropriate. |

**Composition and Effect – Planning & Structure**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Planning Drafting | Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it  Use images and words to plan (boxing up/ story maps) | Consider what they are going to write before beginning by:  ∙ planning or saying out loud what they are going to write about,  ∙ writing down ideas/key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence.  Writing down ideas and/or key words, including new vocabulary  Use images and words to plan (boxing up/ story maps) | Draft and write in narrative creating setting, character and plot.  Use images and words to plan (boxing up/ story maps)  Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Draft and write in narrative creating setting, character and plot.  Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Plan writing by:  ∙ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own  ∙ noting and developing initial ideas, drawing on reading and research where necessary  ∙ in writing narratives, considering how authors have  ∙ developed characters and settings in what pupils have read  Select a way of planning independently that may deviate from the main teach | Can identify the purpose and audience  Will select the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary  Considering how authors have developed characters and settings and pupils can make comparisons with their own writing. |
| Structure | Write sentences by sequencing sentences to form short narratives | Children may attempt to paragraph | Organising paragraphs around a theme | Use paragraphs to organise ideas around a theme.  Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. | Draft and write by:  ∙ 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)  Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. | Draft and write by:  ∙ using a wide range of devices to build cohesion within and across paragraphs including flashbacks  ∙ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)  Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. |

**Composition and Effect – Text Features**

| Text features | Introduce:  Fiction:   * Planning Tools: Story map / story mountain (Refer to Story-Type grids) * Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: * Opening Once upon a time… Build-up One day… * Problem / Dilemma Suddenly,../ Unfortunately,… Resolution Fortunately,… * Endings Finally,….   Non fiction:   * Language of instruction * Factual sentences – From the window I can see… | Fiction   * Secure use of planning tools: Story map / story mountain / story grids/ ’Boxingup’ grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather * Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away…. One cold but bright morning….. Build-up e.g. Later that day * Problem / Dilemma e.g. To his amazement * Resolution e.g. As soon as Ending e.g. Luckily, | Fiction:  Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.  Non-fiction:  Introduction Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? | Fiction:  Plan opening using:  Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending  Non-fiction:  Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending | Fiction  Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.  Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem /  Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons  Non-fiction:  Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers |
| --- | --- | --- | --- | --- | --- |

**Composition and Effect – Editing**

| Editing | Write sentences by rereading what they have written to check that it makes sense | Make simple additions, revisions, corrections to their own writing.  Begin to develop an awareness of who they are writing for | Evaluate and edit by:  ∙ proposing changes to grammar and vocabulary to improve consistency  ∙ Proof-read for spelling and punctuation errors | Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency Awareness of ‘The reader’ and adapt writing accordingly  proof-read for spelling and punctuation errors | 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 | 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 |
| --- | --- | --- | --- | --- | --- | --- |

**Composition and Effect – Vocabulary**

| Vocabulary | Begin to use a dictionary without help or support. | Read aloud what they have written with appropriate intonation to make the meaning clear  Can use a thesaurus to select synonyms and suggest improvements | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. | Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals. |
| --- | --- | --- | --- | --- | --- | --- |

**Curriculum Progression: English Genre and Skills Map**

**Year 1**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | The Adventures of the Bear | The Bear and The Queen | Under the Sea | Our Planet (Sustainability) | Getting Around | Comparing old and new houses |
| **Guided reading texts** | Katie In London  Queens Hat | Katie in Scotland |  |  |  |  |
| **Model text** | Invitation | Travel Guide |  |  |  |  |
| **Short Bursts** | Letter to the queen  Recount of a visit  Description of a London landmark | Postcard  Short story |  |  |  |  |
| **Linked Grammar** | Use of finger spaces  Capital letters at the start of sentences.  Full stops.  **Terminology for children to know:**  Word  Letter  Sentence  Capital letter  Punctuation  Full stop | How words combine to make sentences.  Capital letters for names of people, places, days of the week and the personal pronoun I  **Terminology for children to know:**  Word  Sentence | Using ‘and’ to join words and clauses.  Exclamation marks to demarcate sentences.  **Terminology for children to know:**  Word  Sentence  Exclamation mark  Capital letter | Using capital letters to start sentences and for proper nouns and personal pronoun I  **Terminology for children to know:**  Capital letter  Full stop | Using question marks to demarcate questions.  Knowing how to use suffixes to pluralise nouns, including ‘es’  **Terminology for children to know:**  Question mark  Question  Singular  Plural | Using the prefix ‘un’ to change the meaning of words.  Using different suffixes to change words where no change is needed in the spelling e.g. helping, helped, helper |

**Year 2**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Fire | Our Heroes | Dinosaurs | Green Fingers | Explorers | Local study |
| **Guided reading texts** |  |  |  |  |  |  |
| **Model text** | Newspaper report | Biography |  |  |  |  |
| **Short Bursts** | Setting descriptions  Diary entries  Letters | Letter to your hero (eg in school)  Hero story – problem being solved |  |  |  |  |
| **Linked Grammar** | Consolidating Year 1 skills.  Using commas in a list.  Using expanded noun phrases to describe  **Terminology for children:**  comma  noun phrase  adjective | Using co-ordinating and subordinating conjunctions to join clauses.  Using questions and commands.  **Terminology for children:**  question  command | Using –ly to turn adjectives into adverbs.  Using apostrophes for contractions and singular possession.  **Terminology for children:**  letter  word  adverb  apostrophe | Using exclamation sentences and statement sentences.  Writing in the correct tense including the progressive form.  **Terminology for children:**  statement  exclamation  tense (past, present) | Using suffixes –ness, -er –ful and –less and compound words.  Use of suffixes –er and –est in adjectives.  **Terminology for children:**  suffix | Consolidation of all year 1 and year 2 grammar, vocabulary and punctuation objectives. |

**Year 3**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | The Greeks | A Journey of Endurance | Ancient Egyptians | The River Nile | Stone Age | Local study: Counties |
| **Guided reading texts** | Marcia Williams Greek Myths |  |  |  |  |  |
| **Model text** | Greek Myth (rewriting a myth)  Playscript (of another myth) | Non-chron report  Letter |  |  |  |  |
| **Short Bursts** | Diary  Letter  Descriptions of mythical creatures | Diary  Setting description |  |  |  |  |
| **Linked Grammar** | Consolidating years 1 and 2  (punctuation, tense, sentence types, noun phrases).  Using determiners ‘a’ or ‘an’  **Terminology for children:**  consonant  vowel | Using a wider range of conjunctions  Use conjunctions to express time and cause.  **Terminology for children:**  conjunction  clause  subordinate clause | Use adverbs to express time and cause  Use prepositions to express time and cause.  **Terminology for children:**  adverb  preposition | Use inverted commas to punctuate direct speech.  Use the present, perfect form of verbs  **Terminology for children**  direct speech  inverted commas  speech marks | Identifying different types of nouns including abstract nouns.  Using paragraphs to group information  Using headings and subheadings to aid presentation.  **Terminology for children**  noun  abstract noun  concrete noun  proper noun  paragraph  heading  sub-heading | Identifying word families  Forming nouns using different prefixes e.g. super-, anti-, auto-  **Terminology for children**  word family  prefix |

**Year 4**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Europe and Russia | Anglo-Saxons | Rainforests | Vikings | Romans | Canals and waterways |
| **Guided reading texts** | The House with Chicken Legs | Beowulf |  |  |  |  |
| **Model text** | Travel guide | Defeating a monster tale |  |  |  |  |
| **Short Bursts** | Comparative text  Diary | Poetry  Setting description |  |  |  |  |
| **Linked Grammar** | Consolidate skills from lower year groups including:  using a/an, using a wider range of conjunctions, using adverbs and prepositions, using inverted commas, using the present perfect form of verbs, using paragraphs.  Using pronouns to avoid repetition.  **Terminology for children:**  determiner  inverted comma  pronoun  possessive pronoun | Using fronted adverbials with a comma  **Terminology for children:**  adverbial  comma | Using apostrophes for possession with singular and plural nouns.  Using and punctuating direct speech.  Use of inverted commas and other punctuation to indicate direct speech, including when to use commas within speech.  **Terminology for children:**  apostrophe  possessive  noun  plural  singular  inverted commas | Using expanded noun phrases.  Modifying adjectives and nouns.  Using determiners before modifiers.  Using prepositional phrases.  Use suffixes –sure, -ture, -cher, -tion, -sion, -cian,  **Terminology for children:**  determiner  modifier  expanded noun phrase  preposition  root word  suffix | Using Standard English  Using paragraphs to organise ideas  Using organizational devices e.g. subheadings  **Terminology for children:**  paragraph | Consolidating LSK2 grammar skills including:  determiners,  coordinating and subordinating conjunctions, adverbs, preposition, speech, tenses, noun types, root words, fronted adverbials, apostrophes, standard English |

**Year 5**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | Space Race | Natural Disasters | Victorians | Our planet | Elizabethans | Rivers |
| **Guided reading texts** | The Jamie Drake Equation | Floodland | Street Child | Survivors by David Long | The Devil and His Boy | Who Let The Gods Out |
| **Model text** | News report | Quest Tale | Information text |  | Playscripts  Biography | Persuasive letter |
| **Short Bursts** | Information text on a new planet  Diary entry as an astronaut. | Poetry  Explanation text (volcanoes)  Letter | Character descriptions  Setting descriptions  Formal letter  Biography | Letter  Diary entry  News report | Setting descriptions  Poetry  Speech |  |
| **Linked Grammar** | Nouns and pronouns  Expanded noun phrases  Fronted adverbials (and commas after them)  Plurals and possessive  Indirect speech  Relative clauses  **Terminology for Children:**  relative pronoun  relative clause | Modal verbs  Using adverbs  **Terminology for children:**  modal verb  adverb | Using brackets, dashes or commas to indicate parenthesis  Using expanded noun phrases to be concise  **Terminology for children:**  parenthesis  brackets  dash | Using the perfect form of verbs  **Terminology for children:**  verbs  perfect tense | Using commas to clarify meaning  Building cohesion using paragraphs and adverbials  **Terminology for children:**  ambiguity  cohesion | Using prefixes  Converting nouns or adjectives into verbs using suffixes.  **Terminology for children:**  nouns  verbs  suffx  prefix |

**Year 6**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | WW2 | Post-war Britain | South America and Darwin | The Mayans | The Coastline | Local study |
| **Guided reading texts** |  |  |  |  |  |  |
| **Model text** | News report | A journey tale |  |  |  |  |
| **Short Bursts** | A speech | Characterisation through speech  Setting descriptions |  |  |  |  |
| **Linked Grammar** | Consolidating year 5 skills:  Using relative clauses  Using modal verbs  Using adverbs  Using brackets, dashes or commas  Using expanded noun phrases  Using the perfect form of verbs  Using commas to clarify meaning  Using synonyms and antonyms  **Terminology for Children:**  synonym  antonym | Identifying word classes, subject and objects.  Using the subjunctive form  Identifying structures suitable for formal and informal writing.  **Terminology for children:**  subject  object  formal  informal | Using colons to introduce lists  Using semi-colons within lists  Using bullet points  Using active and passive voice.  Identifying vocabulary suitable for formal and informal texts.  **Terminology for children:**  colon  semi-colon  bullet points  active  passive | Using semi-colons and colons  Using dashes to separate clauses  Using hyphens to avoid ambiguity  **Terminology for children:**  semi-colon  colon  hyphen | Revision of the year’s grammar  Linking paragraphs to create cohesion  **Terminology for children:**  ellipsis | Consolidation of KS2 Grammar |