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| **Year 3** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts**  *These texts will be updated and changed each year. Teachers will choose additional texts in order to meet the needs and interests of their class.* | Jack and the Dream Sack (picture book) | Flotsam (No words, all pictures) | Rainforest Rough Guide  (hybrid text: diary/report /fact file) | Hocus Pocus (poetry) | Arthur and the Golden Rope (Adventure Story) | The Iron Man | Dream giver | Firework Maker’s Daughter | Ride of Passage | Fantastically Great Women  (biographical writing) | Oliver and the Seawigs  (adventure story)  Focus:  character and plot | A walk in London |
| Independent purposeful writing outcomes | Planning and writing a simple narrative.  Write a detailed description of a scene. | | Write a hybrid text including a report and a recount.  Write poetry. | | Plan and write a voyage and return story. | | Write a characters backstory. | | Write a biography of an inspirational figure | | Write a story from another point of view  Write an information page about a place | |
| Grammar and punctuation | Revision of previous objectives:  To use accurately demarcated sentences, including commas for lists,  To use expanded noun phrases  To use coordination and subordination, to use consistent tense in writing | | To use coordination and subordination, to use consistent tense in writing  To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  To use headings and subheadings appropriately  To use the forms a or an accurately | | Inverted commas to punctuate direct speech  Prepositions (where) Revise present and past tense from Y2  Paragraphs in narrative  To use conjunctions, adverbs and prepositions to express time, place and cause | | To use of a wider range of conjunctions  Paragraphs in narrative | | Present perfect form of the verb  Revisit paragraphs  Revisit inverted commas to punctuate direct speech | | Paragraphing  Adverbs and prepositional phrases  Inverted commas to punctuate direct speech | |
| Spelling | *No Nonsense Spelling Programme*  *Phonics in first term if required* | | | | | | | | | | | |
| Handwriting | To use a neat, joined handwriting style with increasing accuracy and speed.  Handwriting books used, as well as specific fine motor skills practise for those who need it.  All pupils are expected to write in pen from year 3 onwards. | | | | | | | | | | | |

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| **Year 4** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts**  *These texts will be updated and changed each year. Teachers will choose additional texts in order to meet the needs and interests of their class.* | Greek Myths | Grendell | OA Chocolate | OA Coming Home |  | OA The Borrowers | Soar (LS+) | OA John Lyons (Poetry) | The Lost Words |  | Leon and the place between |  |
| Independent purposeful writing outcomes |  | |  | |  | |  | |  | |  | |
| Grammar and punctuation | Revision of previous objectives: to demarcate sentences, including commas in lists and inverted commas, to build sentences using conjunctions, to use conjunctions, adverbs and prepositions to express time, place and cause, to begin to group ideas in paragraphs, to choose nouns and pronouns appropriately to avoid repetition | | To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  To use paragraphs to organise ideas around a theme  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. The strict maths teacher with the curly hair) | | To create settings, character and plot in narratives  To use inverted commas and other punctuation to indicate direct speech  To use fronted adverbials and mark them with a comma | | To use simple organisational devices in non-narrative writing  To use standard English forms for verb inflections  To indicate possession using the possessive apostrophe with plural nouns  To make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | To use paragraphs to organise ideas around a theme  To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | | To create settings, character and plot in narratives  To use inverted commas and other punctuation to indicate direct speech  To use fronted adverbials and mark them with a comma | |
| Spelling | *No Nonsense Spelling Programme* | | | | | | | | | | | |
| Handwriting | To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | | | | | | | | | | | |

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| **Year 5** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts**  *These texts will be updated and changed each year. Teachers will choose additional texts in order to meet the needs and interests of their class.* | Inside the villains |  | Aviatrice |  | Brightstorm | Poetry | Malamander |  | Extreme Animals |  | The Jungle Survival Handbook |  |
| Independent purposeful writing outcomes | Write a villainous speech | |  | |  | |  | |  | |  | |
| Grammar and punctuation | Revision of previous objectives: to use paragraphs to organise ideas, to write with consistent punctuation, including commas to mark fronted adverbials, to use apostrophes to mark contracted words and possession  To recognise vocabulary and structures which are appropriate for formal writing (including technical language) | | To use brackets, dashes or commas to indicate parenthesis  To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Revision of previous objectives: To use inverted commas and other punctuation to indicate direct speech | | To build sentences using multiple clauses, including relative clauses beginning with a relative pronoun or an omitted relative pronoun.  To use commas to clarify meaning (by marking clauses) and avoid ambiguity  To use expanded noun phrases to convey complicated information concisely | | To use devices to build cohesion within a paragraph  To use devices to ensure cohesion within and across sentences and paragraphs  To integrate dialogue to convey character and advance the action | | To indicate degrees of possibility using adverbs or modal verbs  To build sentences using multiple clauses, including relative clauses beginning with a relative pronoun or an omitted relative pronoun (and to mark accurately with a comma) | | To identify the purpose of writing and manipulate grammar and vocabulary to change and enhance meaning  To use devices to ensure cohesion within and across sentences and paragraphs | |
| Spelling | *No Nonsense Spelling Programme* | | | | | | | | | | | |
| Handwriting | To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. | | | | | | | | | | | |

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| **Year 6** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts**  *These texts will be updated and changed each year. Teachers will choose additional texts in order to meet the needs and interests of their class.* | The Day the Crayons Quit | Wallace and Gromit Cracking Contraptions | Sherlock Holmes | Cogheart | Charles Darwin Biography | Alma | Survivors | Romea and Juliet | Anatomy | Ruin | What a wonderful world |  |
| Independent purposeful writing outcomes |  | |  | |  | |  | |  | |  | |
| Grammar and punctuation | Revision of previous objectives: to build sentences using multiple clauses, including relative clauses beginning with a relative pronoun or an omitted relative pronoun, to use conjunctions to link ideas, to use apostrophes for contracted words and possession, to use commas to clarify meaning and avoid ambiguity | | To link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, adverbials, ellipsis)  To use expanded noun phrases to convey complicated information (or feelings/experiences)  To describe settings, character and atmosphere and integrate dialogue to convey character and advance the action | | To use the perfect form of verbs to mark relationship of time and cause (‘He remembered how he had seen’)  To use layout devices (for example, headings, subheadings, columns, bullets, or tables) to structure text  To use the semi-colon to mark the boundary between independent clauses | | To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  To punctuate bullet points to list information  To link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, adverbials, ellipsis) | | To use the passive to affect the presentation of information in a sentence  To use the colon to introduce a list and semi-colons within lists  To identify the purpose of the writing, selecting the appropriate form  To use hyphens to avoid ambiguity | | To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  To describe settings, character and atmosphere and integrate dialogue to convey character and advance the action | |
| Spelling | *No Nonsense Spelling Programme* | | | | | | | | | | | |
| Handwriting | To write legibly, fluently and with increasing speed by:  -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;  - choosing the writing implement that is best suited for a task. | | | | | | | | | | | |