
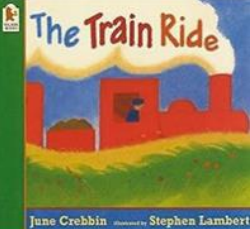
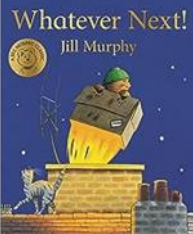
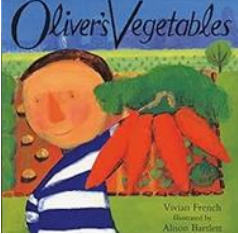

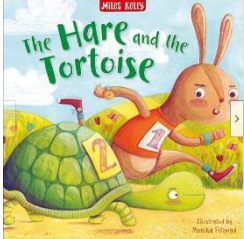
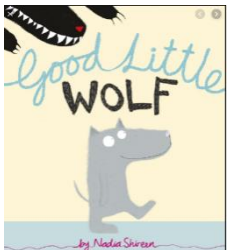
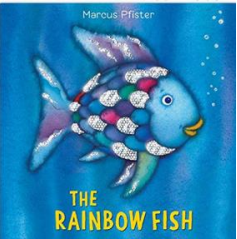


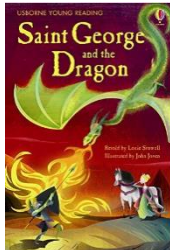

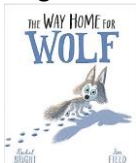
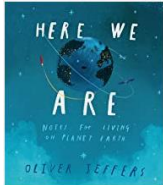
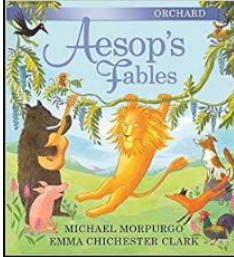
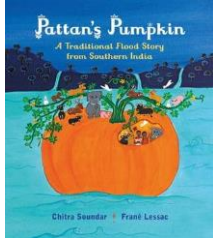
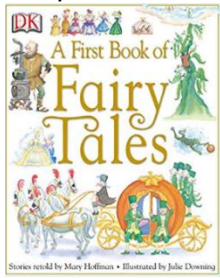
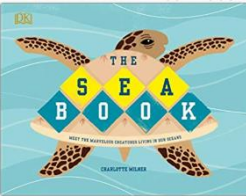


		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R E C E P T I O N	Text						
	Focus	Verbal recount	Verbal recount	Instructional text – How to make a sandwich	Written recount	Written recount	Recount
		Rhymes Heads, shoulders, knees and toes 5 currant buns 1 finger, 1 thumb keep moving	5 little ducks 1, 2 buckle my shoe 5 little peas in a pea pod pressed	Zoom Zoom Zoom 5 little men in a flying saucer 5 little speckled frogs	Old MacDonald had a farm Tommy thumb Mary, Mary, quite contrary	The Grand Old Duke of York Here we go round the mulberry bush Jack and Jill	Incy Wincy Spider Rain, rain go away Row, row, row your boat
Y E A R	Text	The Good Little Wolf. Nadia Shireen 	The Rainbow Fish Marcus Pfister 	Sidney Stella and the Moon. Emma Yarlett 	Poetry Anthology Jane Crebbin 	St George and the Dragon. Usborne Young Readers. 	Jane Goodall Isabel Sanchez Vegara 

1	Text Type	Narrative Simple journey stories including beginning middle and end.	Narrative WRITING FOCUS – FICTION: simple journey stories using beginning, middle and end (with some progression to 5-part structure where relevant). Develop broader understanding of description in narratives NON-FICTION – recount trip to Ancient House.	Recount Recounts develop understanding of chronology and appropriate word order to begin sentences.	Narrative- Warning story including descriptive vocabulary and story telling language patterns.	Non. Chro Report Write an information report about dragons.	Instructions Write simple instructions to plan a picnic (link with DT)
	Poetry	Poetry Clapping Rhymes Clap, clap, clap hands Have you ever, ever, ever in your long-legged life. A sailor went to sea Miss Mary Mack Performing	Poetry CLPE- Blow A Kiss Catch a Kiss by Joseph Coelho Performing poems with repeated phrases Create and include actions. Analysing	Poetry Free verse: based on experiences/objects/ places/feelings/curriculum links/senses. Adding words/phrases captions to images linked to theme of text. Could be shared poems/Poems linked to pictures. Composing		Clipper poetry competition Poems performed in groups. Focus on intonation and expression. Clear voices. Performing for an audience. Performing	Poetry List poems linked to text. Composing
	Grammar and Composition	Spell: *the days of the week Name the letters of the alphabet: *naming the letters of the alphabet in order	Spell: *the days of the week Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound	Spell: *the days of the week Name the letters of the alphabet: *naming the letters of the alphabet in order Add prefixes and suffixes: *using the spelling rule for adding –s or –es as the	Spell: *the days of the week Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound	Name the letters of the alphabet: *naming the letters of the alphabet in order Add prefixes and suffixes: *using the spelling rule for adding –s or –	Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes:

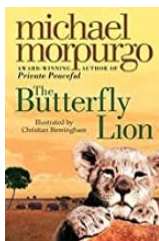
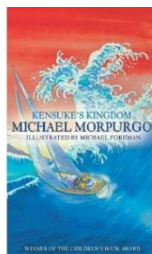
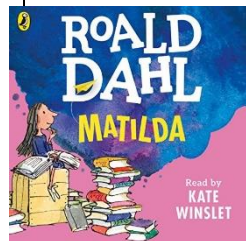
		<p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> *joining words and joining clauses using and *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> *apply simple spelling rules and guidance <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance 	<p>es as the plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> *apply simple spelling rules and guidance *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance 	<ul style="list-style-type: none"> *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance
Y E A R 2	Text	<p>The Way home for wolf- Rachel Bright</p> 	<p>Here we Are – Oliver Jeffers</p> 	<p>Aesop's Fables Michael Morpurgo</p> 	<p>Pattan's Pumpkin Chitra Soundar</p> 	<p>First Book of Fairy Tales Mary Hoffman</p> 	<p>The Sea Book- Charlotte Milner</p> 
	Text type	Narrative Journey stories	Instructions NON-FICTION: write a set of simple instructions across different contexts.	Narrative warning stories & their features; investment in planning strategies and recording initial ideas for	Non- Chron. NON-FICTION – (information) reports; further development of planning strategies and	Narrative Traditional Tales using the five part story structure.	Recount Explore description

CYCLE 1		Construct stories with beginning middle and end.	Analyse the features of instruction writing.	writing. Invention writing: dragons	recording initial ideas for writing for non-fiction texts; development of technical vocabulary and generalisers.		
	Poetry	Poetry CLPE- The Big Green Crocodile Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation	Calligrams and tongue twisters Composing	Poetry Alliterative poems based on animals- simple sentences. Composing		Clipper poetry competition Performing	Poetry Free verse Poems that include commands. Composing
	Grammar and Composition No Nonsense Spelling	Revisit Phase 5 GPCs as required by pupils Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>) Year 2 phonics 1. The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. 2. The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ 3. The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words Common exception words /aɪ/ sound spelt ‘i’ in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils. Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies: 4. Segmentation		Revisit The /l/ or /əl/ sound spelt ‘-le’ at the end of words Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>) Year 2 phonics The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /b/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’ Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils Suffixes Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’, ‘-less’ and ‘-ly’		Revisit The possessive apostrophe (singular nouns) Homophones Revision of all homophones taught so far Apostrophe The possessive apostrophe (singular nouns) Year 2 phonics The /l/ or /əl/ sound spelt ‘-el’ at the end of words The /l/ or /əl/ sound spelt ‘-al’ at the end of words The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling) The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’ Common exception words All Year 2 words not taught so far Suffixes Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’ The suffixes ‘-ment’, ‘-ness’, Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies	

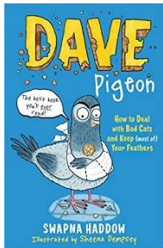
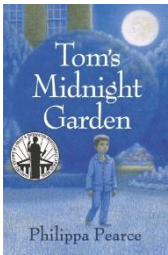
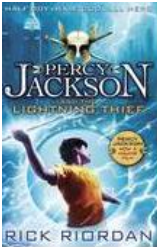


	<ol style="list-style-type: none"> Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ol style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ol style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	<p>Words ending in '-tion'</p> <p>Strategies at the point of writing</p> <ol style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ol style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ol style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ol style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	<ol style="list-style-type: none"> Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ol style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ol style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ol style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check
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Y E A R 3	Text	<p>The Hodgeheg by Dick King-Smith</p> 	<p>Revolting Rhymes Roald Dahl</p> 	<p>A Midsummer Night's Dream Andrew Mathews</p> 	<p>Kindlekrax Philip Ridley</p> 	<p>Paddington Bear Michael Bond</p> 	<p>Who Was Marie Curie? Megan Stine</p> 
	Text type	<p>Narrative Features of narrative, analyzing the structure, vocab and grammar. Composing and rehearsing sentences orally. Build a varied and rich voab.</p>	<p>Persuasion persuasion texts – Can Goldilocks persuade the Police Officer she didn't vandalise the bear's cottage?. Discussing and recording ideas draft and write by: Use rhetorical questions and persuasive sentence starters.</p>	<p>Narrative Portal story, explore language structure. Fronted adverbials. Planning ideas, use of paragraphs. Interesting adjectives and use of thesaurus, commas in a list.</p>	<p>Non- Chron. Explore features,recap sentence types (statement,command, question and exclamation) Hone in on handwriting skills, legibility etc.</p>	<p>Narrative FICTION – journey story. Features of narrative. Analysing the structure, vocabulary and grammar, Composing and rehearsing sentences orally, Building a varied a rich vocabulary and range of sentence structures, Proof read for spelling and punctuation errors</p>	<p>Explanation Features of explanation writing. Heading and subheadings, technical vocabulary.</p>
	Poetry	<p>Poetry Midnight Feasts Analysing Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem Poems could be sorted into different</p>	<p>Poetry List Poems Composing</p>	<p>Poetry Haiku Kennings Composing</p>		<p>Clipper poetry competition Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters.</p>	<p>Poetry Free verse Catalysts Poems for Writing- Pie Corbett Around me- Instructions for writing a DIY Around Me Poem Composing</p>


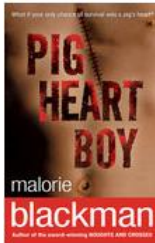

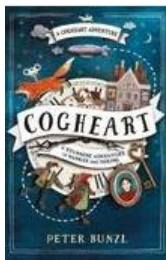
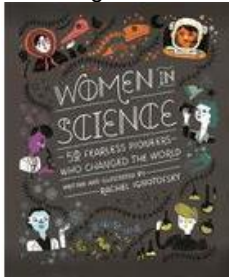
		forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have				Perform free verse poems	
						performing	
	Grammar and Composition No Nonsense Spelling	Revisit Common exception words from Year 2	Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)			Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2	
		Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'	Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'			Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes	
		Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)	Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)			Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)	
		Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>	Homophones <i>here/hear, knot/not, meat/meet</i>			Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i>	
		Apostrophe Revise contractions from Year 2	Apostrophe Revise contractions from Year 2			Apostrophe Revise contractions from Year 2	
		Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.	Proofreading Revise proofreading routines			Proofreading Proofread own writing for misspellings of personal spelling list words.	
		Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.	Learning and Practising spellings Pupils: <div><div>1.</div><div>Learn selected words taught in new knowledge this term.</div></div> <div><div>2.</div><div>Learn words from the Years 3 and 4 word list. (Suggest an average of</div></div> <div><div>3.</div><div>Learn words from personal lists.</div></div> <div>5 or 6 words each term.)</div>			Learning and Practising spellings Pupils: <div><div>1.</div><div>Learn selected words taught in new knowledge this term.</div></div> <div><div>2.</div><div>Learn words from the Years 3 and 4 word list. (Suggest an average of</div></div> <div><div>3.</div><div>Learn words from personal lists.</div></div> <div>5 or 6 words each term.)</div>	
		Learning and Practising spellings Pupils: <div><div>1.</div><div>Learn selected words taught in new knowledge this term.</div></div> <div><div>2.</div><div>Learn words from the Years 3 and 4 word list. (Suggest an average of</div></div>	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.				

Y E A R 4 C Y C L E 1		5 or 6 words each term.) 3. Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.			Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.			
	Text	The Lion, the Witch and the Wardrobe C.S Lewis 		The Butterfly Lion by Michael Morpurgo 		Kensuke's Kingdom By Michael Morpurgo 	Charles Darwin Deborah Hopkinson 	Charles Darwin Deborah Hopkinson Matilda By Roald Dahl 
	Text type	Portal Story Remind about paragraphs, comparisons, prepositions. Use of long and short sentences to enhance description.	Recount Use of conjunctions to indicate time, writing letters and diary entries. Secure knowledge of writing in the first person. Developing strategies to proof read.	Narrative Warning tales, Develop characterization. Focus on embedding dialogue.	Explanation Develop an understanding of authorial intent and viewpoint. Focus on embedding dialogue to build tension. Paragraphing to organize themes and logical orders. Use casual time conjunctions to link paragraphs. Recognise the different language used in formal and informal pieces.	Discussion Write an effective introduction, organize text giving a balanced argument. Use their own opinions and opinions of others. Continue to develop the skills to identify and correct errors in their own writing.	Narrative Conflict and resolution. Develop arguments. Focus on embedding dialogue to build heightened tension. Opportunities for paired writing.	
	Poetry	Poetry	Poetry Calligrams	Poetry Pie Corbett – Catalysts		Clipper poetry competition	Poetry	

	<p>Being Me by Liz Brownlee Matt Goodfellow Laura Mucha OR Slam! You're Gonna Wanna Hear This, chosen by Nikita Gill, Macmillan</p> <p>Analysing Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem. Themes/interesting words phrases/type of poem/response/questions you have.</p>	Composing	<p>Free Verse Instructions for a DIY word Play poem</p> <p>Composing</p>		<p>Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p> <p>Performing</p>	<p>Poems using alliteration. Look at a selection of rhyming poems and construct their own.</p> <p>Composing</p>
<p>Grammar and Composition</p> <p>No Nonsense Spelling</p>	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ol style="list-style-type: none">1. The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'2. The /j/ sound spelt 'ch'3. The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ʊrə/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ol style="list-style-type: none">4. Prefixes 'in-', 'il-', 'im-' and 'ir-'5. Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /jən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p>			<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p>	

Y E A R 5 C		<p><i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <div><div>6. Learn selected words taught in new knowledge this term.</div><div>7. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</div><div>8. Learn words from personal lists.</div></div> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		<p>Proofreading Model how to use various strategies in proof- reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <div><div>1. Learn selected words taught in new knowledge this term.</div><div>2. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</div><div>3. Learn words from personal lists.</div></div> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		<p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <div><div>1. Learn selected words taught in new knowledge this term.</div><div>2. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</div><div>3. Learn words from personal lists.</div></div> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
	Text	<p>Dave the Pigeon By Swapna Haddow</p> 	<p>Toms Midnight Garden Philippa Pearce</p> 	<p>Percy Jackson and the Lightening Thief</p> 		<p>The Happy Prince Oscar Wilde</p> 	<p>Women in Science Rachel Ignotofsky</p> 
	Text Type	<p>Narrative Resolution stories focusing on story openings (action,</p>	<p>Recount Newspaper report biased and balanced viewpoints.</p>	<p>Narrative Quest with a focus on characterization.</p>	<p>Non- Chron. Paragraphs, related clauses. Use of topic sentences.</p>	<p>Narrative Wishing Tales Use of paragraphs. Short and long</p>	<p>Persuasion Features of persuasive writing. Rhetorical</p>

Y C L E 2		setting and dialogue)	Formal and informal language. Information writing.			sentences to create effect.	questions, emotive language.
	Poetry	Poetry CLPE- Bright Bursts of Colour by Matt Goodfellow Or Marshmallow Clouds by Ted Kooser and Connie Wanok Analysis Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons	Poetry Pie Corbett – Catalysts Instructions for a DIY simile poem Composing	Poetry Cinquains and Ballads Composing		Clipper poetry competition Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.	Poetry Narrative poems Composing
	Grammar and Composition No Nonsense Spelling	Revisit Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession Rare GPCs Words with ‘silent’ letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i>		Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’ Homophones <i>altar/alter, led/lead, steal/steel</i> Dictionary Use a dictionary to create collections of words with common roots		Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)</i> Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, referring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology	

		<p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none">1. Learn selected words taught in new knowledge this term.2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		<p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none">1. Learn selected words taught in new knowledge this term.2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list</p>	<p>Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none">1. Learn selected words taught in new knowledge this term.2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		
Y E A R 6	Text	<p>Goodnight Mister Tom Michelle Magorian</p> 		<p>Pig Heart Boy Malorie Blackman</p> 	<p>Outlaw Michael Morpurgo</p> 	<p>Cogheart Peter Bunzl</p> 	<p>Women in Science Rachel Ignotofsk</p> 
	Narrative	<p>Narrative Defeating the enemy story. Revising how to build suspense</p>	<p>Discussion</p>	<p>Narrative</p>	<p>Persuasion Review features of persuasive writing.</p>	<p>Narrative Suspense. How to write an effective fiction story. How to build character using inference.</p>	<p>Biographies</p>
	Poetry	<p>Poetry Pie Corbett Catalysts</p>	<p>Poetry Use figurative language: similes,</p>	<p>Poetry</p>		<p>Clipper poetry competition</p>	<p>Poetry Choose from;</p>

	<p>Instructions for a DIY Ways of Looking Poem</p> <p>Composing</p>	<p>metaphors, personification etc.</p> <p>Composing</p>	<p>Blackout poems Structured grammar poem</p> <p>Composing</p>		<p>Performing Poems Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>If (Rudyard Kipling Jabberwocky (Lewis Carroll The Listeners (Walter de la Mare) Analysis Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons. Summarise poems.</p>
<p>Grammar and Composition</p> <p>No Nonsense Spelling</p>	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p>	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <p>1. Learn selected words taught in new knowledge this term.</p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <p>1. Learn selected words taught in new knowledge this term.</p>			

		<ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<ol style="list-style-type: none"> 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<ol style="list-style-type: none"> 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists 4. Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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