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| **Reception** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **The Something** | **Star in a Jar** | **Juniper Jupiter** | **Little Red** | **The Extraordinary Gardener** | **The Storm Whale** |
| **Writing Outcome &**  **Writing Purpose** | **Narrative:** A Friendship  & Animal Theme  **Purpose:** To tell and  write sentences around the theme | **Narrative:** A Star Theme  **Purpose:** To tell and  write sentences around the theme | **Narrative:** A Superhero Story  **Purpose:** To tell and  write sentences around the theme | **Narrative:** A Traditional  Tale Theme  **Purpose:** To tell and  write sentences around the theme | **Narrative:** A Plant  Growing Theme  **Purpose:** To tell and  write sentences around the theme | **Narrative:** A Seaside Theme  **Purpose:** To tell and write sentences around the theme |
| **Recount:** Animal Information  **Purpose:** To inform | **Information:** Poster to find a lost star  **Purpose:** To inform (and describe) | **Information:** A letter  wanting to be a sidekick  **Purpose:** To inform | **Instructions:** How to trap an animal  **Purpose:** To instruct | **Instructions:** How to grow a garden plant / vegetable  **Purpose:** To instruct | **Poems:** Sea creature poems  **Purpose:** To describe |
| **Grammar Word** | **Focus on:**  Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught.  \*Words shown below need to be in line with phonics scheme being followed by your school. | | | | | |
| **Teach high frequency words:**  is, it, in, at, and, the | **Secure previous unit high frequency words and teach:**  I, no, go, to | **Secure previous unit high frequency words and teach:**  he, she, we | **Secure previous unit high frequency words and teach:**  me, be, was, no | **Secure previous unit high frequency words and teach:**  have, like, some, come, you, were, little, one, all, do, when, out what | **Secure previous unit high frequency words and teach:**  my, they, her, all, are |
| **Grammar Sentence** | **Focus on:**  Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’ | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’ | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’. | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’ |
| **Grammar Text** | **Focus on:**  Sequencing spoken sentences to form short narratives orally.  Help retell stories orally by:  1) Using repeated story language e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly | **Build on previous units & focus on:** Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly | **Build on previous units & focus on:** Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language  e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,  Suddenly | **Build on previous units & focus on:** Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language  e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,  Suddenly | **Build on previous units & focus on:** Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,  Suddenly | **Build on previous units & focus on:** Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language  e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,  Suddenly |
| **Grammar Punctuation** | **Focus on:**  Letter formation  Separation of words with spaces | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces  Personal pronoun - I | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces capital letters,  Personal pronoun - I  Full Stops | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces capital letters,  Personal pronoun - I  Full Stops | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces capital letters,  Personal pronoun - I  Full Stops  Capital letters for names | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces capital letters,  Personal pronoun - I  Full Stops  Capital letters for names |
| **Terminology** | letter, capital letter, word, sentence, full stop, question mark | | | | | |

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| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **Old Bear** | **Rapunzel** | **Hermelin** | **Where the Wild Things Are** | **The Secret of Black Rock** | **The Last Wolf** |
| **Writing Outcome &**  **Writing Purpose** | **Narrative:** Finding  Narrative  **Purpose:** To retell a story | **Narrative: A Traditional Tale**  **Purpose:** To narrate | **Narrative: A Detective Story**  **Purpose:** To narrate | **Narrative: A Portal**  **Story**  **Purpose:** To narrate | **Narrative: A Return**  **Story**  **Purpose:** To narrate | **Narrative:** A Hunting  Story  **Purpose:** To narrate |
| **Recount:** Messages  **Purpose:** To inform and explain events that have happened | **Instructions:** How to  catch a witch  **Purpose:** To instruct | **Recount:** Letters  **Purpose:** To recount | **Information:** Wild Things  **Purpose:** To inform | **Recount:** Postcards  **Purpose:** To recount | **Instructions:** Recipes  **Purpose:** To instruct |
| **Grammar Word** | **Build on previous year & focus on:**  Plural noun suffix -s | **Build on previous year & focus on:**  Reinforce plural noun suffix -s –es Suffix added to verbs - er | **Build on previous year & focus on:**  Reinforce plural noun suffix -s –es How prefix un – changes the meaning of verbs and adjectives | **Build on previous units & focus on:**  Suffix added to verbs– ing ed er | **Build on previous year & focus on:**  Reinforce plural noun suffix -s –es Reinforce how prefix un – changes the  meaning of verbs and adjectives | **Build on previous year & focus on:**  Reinforce plural noun suffix -s –es Suffix added to verbs – ed |
| **Grammar Sentence** | **Build on previous year & focus on:**  Combining words to make sentences  Joining words and clauses using-and | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but |
| **Grammar Text** | **Build on previous year & focus on:**  Sequencing sentences to form short narratives | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | **Build on previous units & focus on:**  Sequencing sentences to form short narratives |
| **Grammar Punctuation** | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Full Stops | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Capital letters for names  Capital letters for personal pronoun I  Full Stops  Question mark  Exclamation mark | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Full Stops  Question mark  Exclamation mark  Capital Letters for names and  personal pronoun – I  Joining words and joining clauses using ‘and’  Nouns and verbs (an introduction) | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Full Stops  Question mark  Exclamation mark  Capital Letters for names and  personal pronoun – I  Regular plural noun suffixes  Suffixes that can be added to verbs where no change is needed. How the prefix un changes the meaning of verbs and adjectives | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Full Stops  Question mark  Exclamation mark |
| **Terminology** | letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation | | | | | |

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| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **A River** | **The Night Gardener** | **The Bog Baby** | **Grandad’s Island** | **The King Who Banned the Dark** | **Rosie Revere** |
| **Writing Outcome &**  **Writing Purpose** | **Narrative:** Circular Narrative  **Purpose:** To narrate | **Narrative:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Finding Narrative  **Purpose:** To narrate | **Narrative:** Return Narrative  **Purpose:** To narrate | **Non-Fiction:** Persuasive Letter  **Purpose:** To persuade | **Narrative:** Invention Narrative  **Purpose:** To narrate |
| **Recount:** Letter  **Purpose:** To inform | **Recount:** Diary  **Purpose:** To recount | **Instructions:** How to build a habitat  **Purpose:** To instruct | **Information:** Jungle Animals  **Purpose:** To inform | **Narrative:** Banning  Narrative  **Purpose:** To narrate | **Explanation:** How a machine works  **Purpose:** To explain |
| **Grammar Word** | **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives | **Build on previous year & focus on:**  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er and by compounding  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes–er & - est in adjectives Use of the suffix –ly to turn adjectives into to adverbs |
| **Grammar Sentence** | **Build on previous units & focus on:** Subordination (using when, if, that, because)  Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification | **Build on previous year & focus on:** Subordination (using when, if, that, because)  Co-ordination (or, and, but) Sentence indicates its function as a statement and question.  Expanded Noun Phrases for description and specification | **Build on previous units & focus on:** Subordination (using when, if, that, because)  Co-ordination (or, and, but) Expanded noun phrases for description and specification  How the grammatical patterns in a sentence indicates its function as a statement, question and command | **Build on previous units & focus on:** Subordination (using when, if, that, because)  Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation  Expanded Noun Phrases for description and specification | **Build on previous units & focus on:**  Expanded noun phrases for description and specification  Subordination (using when, if, that, because)  Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement. | **Build on previous units & focus on:** Subordination (using when, if, that, because)  Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.  Expanded Noun Phrases for description and specification |
| **Grammar Text** | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous year & focus on:**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | **Build on previous units & focus on:** Correct choice and consistent use of past and present tense throughout writing including  progressive forms of verbs |
| **Grammar Punctuation** | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Use apostrophes to mark singular possession in nouns Conjunctions (co-ordination and subordination)  Noun phrases  Statements and questions | **Build on previous year & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling  Commas to separate items in a list  Nouns (and formation of nouns using suffixes)  Adjectives (and formation of adjectives using suffixes)  Verbs  Adverbs | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)  Commands and exclamations  Present tense  Past tense | **Build on previous units & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns  Progressive form of verbs | **Build on previous units & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list  Apostrophes (for omission) |
| **Terminology** | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma | | | | | |

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **The Iron Man** | **Fox** | **Rhythm of the Rain** | **Jemmy Button** | **Egyptology** | **Into the Forest** |
| **Writing Outcome &**  **Writing Purpose** | **Narrative:** Approach Threat Narrative  **Purpose:** To narrate | **Narrative:** Fable Narrative  **Purpose:** To narrate | **Narrative:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Return Narrative  **Purpose:** To narrate | **Narrative:** Egyptian Mystery Narrative  **Purpose:** To narrate | **Narrative:** Lost Narrative  **Purpose:** To narrate |
| **Explanation:** Trap  Explanation  **Purpose:** To explain | **Information:** Foxes Information Report  **Purpose:** To inform | **Recount:** River  Information Leaflet  **Purpose:** To inform | **Recount:** Letters  **Purpose:** To recount | **Recount:** Secret Diary  **Purpose:** To recount | **Recount:** Newspaper Report  **Purpose:** To recount |
| **Grammar Word** | **Build on previous year & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) | **Build on previous units & focus on:**  Use of the forms a or an when next word starts with a consonant or a vowel | **Build on previous units & focus on:**  Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)  Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)  Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how words are related in form and meaning |
| **Grammar Sentence** | **Build on previous year & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) | **Build on previous units & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | **Build on previous units & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of | **Build on previous units & focus on:**  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of | **Build on previous units & focus on:**  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | **Build on previous units & focus on:**  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) |
| **Grammar Text** | **Build on previous year & focus on:**  Present perfect form of verbs | **Build on previous units & focus on:**  Present perfect form of verbs Introduction to paragraphs as a way to group related material | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation | **Build on previous units & focus on:**  Present perfect form of verbs Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid  presentation |
| **Grammar Punctuation** | **Reinforce from Y2:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters  are missing in spelling and to mark singular possession in nouns  Formation of nouns using a range of prefixes  Consonants  Vowel letters and consonant letter vowels | **Reinforce from Y2:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters  are missing in spelling and to mark singular possession in nouns  Use of the forms a or an  Word families based on common words  Prepositions  Conjunctions | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech  Clauses  Subordinate clauses  Paragraphs | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech  Simple past tense  Present perfect tense  Inverted commas for direct speech |
| **Terminology** | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas | | | | | |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 1** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **The Whale** | **Leaf** | **Arthur and the Golden Rope** | **The Lost Happy Endings** | **The Journey** | **Manfish** |
| **Writing Outcome &**  **Writing Purpose** | **Narrative:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Outsider Narrative  **Purpose:** To narrate | **Narrative:** Myth Narrative  **Purpose:** To narrate | **Narrative:** Twisted Narrative  **Purpose:** To narrate | **Narrative:** Refugee Narrative  **Purpose:** To narrate | **Narrative:** Invention Narrative  **Purpose:** To narrate |
| **Recount:** Newspaper Report  **Purpose:** To recount | **Information:** Polar Bears Information Text  **Purpose:** To inform | **Information:** Defeating a Viking Monster  **Purpose:** To inform | **Persuasion:** Letter  **Purpose:** To persuade | **Recount:** Diary  **Purpose:** To recount | **Recount:** Jacques Cousteau Biography  **Purpose:** To recount |
| **Grammar Word** | **Build on previous units & focus on:**  Verb inflections (we were instead of we was) | **Build on previous year & focus on:** Grammatical difference between plural and possessive -s | **Build on previous units & focus on:** Grammatical difference between plural and possessive -s | **Build on previous units & focus on:** Grammatical difference between plural and possessive -s | **Build on previous units & focus on:**  Verb inflections (we were instead of we was) | **Build on previous units & focus on:**  Verb inflections (we were instead of we was) |
| **Grammar Sentence** | **Build on previous units & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials | **Build on previous year & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials | **Build on previous units & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials | **Build on previous units & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials | **Build on previous units & focus on:**  Fronted adverbials | **Build on previous units & focus on:**  Fronted adverbials |
| **Grammar Text** | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | **Build on previous year & focus on:**  Paragraphs to organise ideas around a theme | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | **Build on previous units & focus on:**  Paragraphs to organise ideas around a theme | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme |
| **Grammar Punctuation** | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Use comma after fronted adverbial  Noun phrases  Expanded noun phrases  Fronted adverbials of time (when) | **Build on previous year & focus on:** Apostrophes for possession (plural nouns)  Use commas after fronted  adverbials  Possessive ‘-s’  Standard English form (of verb inflections) | **Build on previous units & focus on:** Apostrophes for possession (plural nouns)  Fronted adverbials of place (where)  Fronted Adverbials of manner (how)  Pronouns and Possessive Pronouns | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Apostrophe for possession (plural nouns)  Use comma after fronted adverbial  Determiner (articles) | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Apostrophe for possession (plural nouns)  Use comma after fronted adverbial  Determiner (demonstratives)  Determiner (possessives & quantifiers) | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Use comma after fronted adverbial  Nouns  Inverted Commas (a comma after the reporting clause) |
| **Terminology** | Determiner, pronoun, possessive pronoun, adverbial | | | | | |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **Where We Once Stood** | **FArTHER** | **The Hound of the Baskervilles** | **The Promise** | **The Lost Book of Adventure** | **King Kong** |
| **Writing Outcome &**  **Writing Purpose** | **Recount:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Setting Narrative  **Purpose:** To narrate | **Narrative:** Cliffhanger Narrative  **Purpose:** To narrate | **Narrative**: Character Narrative  **Purpose:** To narrate | **Narrative:** Survival Narrative  **Purpose:** To narrate | **Narrative:** Dilemma Narrative  **Purpose:** To narrate |
| **Recount:** Formal Mission Log  **Purpose:** To recount | **Recount:** Letter  **Purpose:** To recount | **Recount:** Formal Event Report  **Purpose:** To inform | **Recount:** Bargain Letter  **Purpose:** To persuade | **Explanation:** Survival Guide  **Purpose:** To explain | **Discussion:** Balanced Argument  **Purpose:** To discuss |
| **Grammar Word** | **Build on previous year & focus on:**  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | **Build on previous units & focus on:**  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | **Build on previous units & focus on:**  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | **Build on previous units & focus on:**  Verb prefixes re, over, dis  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | **Build on previous units & focus on:**  Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs | **Build on previous units & focus on:**  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone |
| **Grammar Sentence** | **Build on previous year & focus on**:  Indicate degrees of possibility using modal verbs  Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form | **Build on previous units & focus on:**  Indicate degrees of possibility using modal verbs. | **Build on previous units & focus on:**  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use commas to clarify meaning and avoid ambiguity  Semi-colons to separate the boundary between independent clauses | **Build on previous units & focus on:**  Indicate degrees of possibility using modal verbs and adverbs. | **Build on previous units & focus on:**  Indicate degrees of possibility using adverbs.  Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form | **Build on previous units & focus on:**  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form |
| **Grammar Text** | **Build on previous year & focus on:**  Linking ideas across paragraphs, using adverbials | **Build on previous units & focus on:**  Linking ideas across paragraphs, using adverbials | **Build on previous units & focus on:**  Linking ideas across paragraphs, using adverbials | **Build on previous units & focus on:**  Linking ideas across paragraphs, using adverbials | **Build on previous units & focus on:**  Linking ideas across paragraphs, using adverbials | **Build on previous units & focus on**:  Linking ideas across paragraphs, using adverbials  Use a range of devices to build  cohesion, eg conjunctions |
| **Grammar Punctuation** | **Build on previous year & focus on:**  Dashes to mark boundaries between independent clauses | **Build on previous units & focus on:**  Commas for parenthesis Dashes to mark boundaries between independent clauses  Relative pronouns  Relative clauses  Adverbs (to indicate degrees of possibility) | **Build on previous units & focus on:**  Use hyphens to avoid ambiguity | **Build on previous units & focus on:**  Use hyphens to avoid ambiguity  Modal verbs (to indicate degrees of possibility)  Adverbials (of time/when)  Adverbials (of place/where) | **Build on previous units & focus on:**  Semi-colons to mark boundaries between independent clauses of equal weighting  Use hyphens to avoid ambiguity  Commas for clarity  Brackets (to indicate parenthesis)  Dashes (to indicate parenthesis)  Commas (to indicate parenthesis) | **Build on previous units & focus on:**  Recap speech punctuation Brackets for parenthesis  Commas to clarify meaning or avoid ambiguity  Use of the hyphen  Homophones |
| **Terminology** | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | | | | | |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Vehicle Text** | **Rose Blanche** | **A Story Like the Wind** | **The Origin of Species** | **Wolves** | **Shackleton’s Journey** | **Hansel and Gretel** |
| **Writing Outcome &**  **Writing Purpose** | **Recount:** Diary  **Purpose:** To recount | **Narrative:** Flashback Narrative  **Purpose:** To narrate | **Narrative**: Discovery Narrative  **Purpose**: To narrate | **1. Recount:**  Documentary Narrative  **Purpose:** To narrate  **2. Discussion:** Balanced Argument  **Purpose: To discuss**  **3. Narrative:** Hunted  Narrative  **Purpose:** To narrate | **Narrative:** Endurance Narrative  **Purpose:** To narrate | **Narrative:** Dual Narrative  **Purpose:** To narrate |
| **Recount:** Bravery Speech Award  **Purpose:** To recount & inform | **Recount:** Newspaper Report  **Purpose:** To recount | **Explanation**: Adaptation  **Purpose**: To explain | **Recount:** Biography  **Purpose:** To recount | **Persuasion:** Letter  **Purpose:** To persuade |
| **Grammar Word** | **Build on previous year & focus on:**  Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary  appropriate to formal speech and writing  – formal and informal vocabulary choices | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary  appropriate to formal speech and writing  - informality of direct quote contrasting with formality of vocabulary choices | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and  antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  – technical vocabulary and precise use of nouns, verbs and adjectives to add to  formal tone | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary  appropriate to formal speech and writing  – formal tone | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary  appropriate to formal speech and writing  – formal tone |
| **Grammar Sentence** | **Build on previous year & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech | **Build on previous units & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal | **Build on previous units & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal | **Build on previous units & focus on:**  Use of the passive to affect the presentation of information in a sentence  The use of question tags in informal speech | **Build on previous units & focus on:**  Use of the passive to affect the presentation of information in a sentence | **Build on previous units & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing  Wish – if I were… |
| **Grammar Text** | **Build on previous year & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials | **Build on previous units & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information | **Build on previous units & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices  Use headings and sub-headings | **Build on previous units & focus on:**  Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms  Use of headings, sub-headings and bullets to structure texts | **Build on previous units & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials  Use headings and sub-headings to structure text | **Build on previous units & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns |
| **Grammar Punctuation** | **Build on previous units & focus on:**  Colons to introduce a list and semi- colons for more elaborate lists  Use commas, brackets and dashes for parenthesis  Semi-colon to separate two main clauses  Informal speech (vocabulary / word)  Formal speech (vocabulary / word)  Synonyms | **Build on previous units & focus on:**  Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning  Use range of punctuation taught at KS2 (Speech punctuation)  Informal speech (sentence)  Formal speech (sentence)  Subjunctives | **Build on previous units & focus on:**  Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning  Use range of punctuation taught at KS2 (Speech punctuation) | **Build on previous units & focus on:**  Colon to introduce a list and semi-colons for more elaborate lists  Use commas to punctuate relative clauses  Speech punctuation  Use the semi-colon as the boundary between independent clauses  Punctuation of bullet points Hyphens used to avoid ambiguity  Dashes (to mark the boundary between independent clauses)  Colons (to introduce a list) & semi-colon (within lists)  Bullet points (to list information) | **Build on previous units & focus on:**  Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses  Hyphens (to avoid ambiguity)  Subject  Object | **Build on previous units & focus on:**  Use the semi-colon as the boundary between independent clauses  Hyphens are used to clarify meaning and avoid ambiguity  Antonyms  Passive voice  Active voice |
| **Terminology** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | |