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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 andwrite sentences around the theme | **Narrative:** A Star Theme**Purpose:** To tell andwrite sentences around the theme | **Narrative:** A Superhero Story**Purpose:** To tell andwrite sentences around the theme | **Narrative:** A TraditionalTale Theme**Purpose:** To tell andwrite sentences around the theme | **Narrative:** A PlantGrowing Theme**Purpose:** To tell andwrite 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 letterwanting 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 ran2) 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 ran2) 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 languagee.g. she ran and she ran and she ran2) 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 languagee.g. she ran and she ran and she ran2) 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 ran2) 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 languagee.g. she ran and she ran and she ran2) Using time adverbials e.g. First, Then, Next, Finally, Eventually,Suddenly |
| **Grammar Punctuation** | **Focus on:**Letter formationSeparation of words with spaces | **Build on previous units & focus on:**Letter formationSeparation of words with spacesPersonal pronoun - I | **Build on previous units & focus on:**Letter formationSeparation of words with spaces capital letters,Personal pronoun - IFull Stops | **Build on previous units & focus on:**Letter formationSeparation of words with spaces capital letters,Personal pronoun - IFull Stops | **Build on previous units & focus on:**Letter formationSeparation of words with spaces capital letters,Personal pronoun - IFull StopsCapital letters for names | **Build on previous units & focus on:**Letter formationSeparation of words with spaces capital letters,Personal pronoun - IFull StopsCapital 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:** FindingNarrative**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 HuntingStory**Purpose:** To narrate |
| **Recount:** Messages**Purpose:** To inform and explain events that have happened | **Instructions:** How tocatch 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 themeaning 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 sentencesJoining words and clauses using-and | **Build on previous units & focus on:**Combining words to make sentencesJoining words and clauses using-and | **Build on previous units & focus on:**Combining words to make sentencesJoining words and clauses using-and, because, so | **Build on previous units & focus on:**Combining words to make sentencesJoining words and clauses using-and, because, so, but | **Build on previous units & focus on:**Combining words to make sentencesJoining words and clauses using-and, because, so, but | **Build on previous units & focus on:**Combining words to make sentencesJoining 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 spacesCapital letters | **Build on previous year & focus on:**Separation of words with spacesCapital lettersFull Stops | **Build on previous year & focus on:**Separation of words with spacesCapital lettersCapital letters for namesCapital letters for personal pronoun IFull StopsQuestion markExclamation mark | **Build on previous year & focus on:**Separation of words with spacesCapital lettersFull StopsQuestion markExclamation markCapital Letters for names andpersonal pronoun – IJoining words and joining clauses using ‘and’Nouns and verbs (an introduction) | **Build on previous year & focus on:**Separation of words with spacesCapital lettersFull StopsQuestion markExclamation markCapital Letters for names andpersonal pronoun – IRegular plural noun suffixesSuffixes 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 spacesCapital lettersFull StopsQuestion markExclamation 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:** BanningNarrative**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, –lessUse 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 compoundingFormation of adjectives using suffixes e.g. –ful, –lessUse 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 specificationHow 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 exclamationExpanded Noun Phrases for description and specification | **Build on previous units & focus on:**Expanded noun phrases for description and specificationSubordination (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 includingprogressive forms of verbs |
| **Grammar Punctuation** | **Build on previous units & focus on:** Use of capital letters, full stops and question marks to demarcate sentencesUse apostrophes to mark singular possession in nouns Conjunctions (co-ordination and subordination)Noun phrasesStatements 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 spellingCommas to separate items in a listNouns (and formation of nouns using suffixes)Adjectives (and formation of adjectives using suffixes)VerbsAdverbs | **Build on previous units & focus on:** Use of capital letters, full stops and question marks to demarcate sentencesCommas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)Commands and exclamationsPresent tensePast 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 nounsProgressive form of verbs | **Build on previous units & focus on:**Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesApostrophes to mark singular possession in nounsCommas to separate items in a list | **Build on previous units & focus on:**Use of capital letters, full stops and question marks to demarcate sentencesApostrophes to mark singular possession in nounsCommas to separate items in a listApostrophes (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:** TrapExplanation**Purpose:** To explain | **Information:** Foxes Information Report**Purpose:** To inform | **Recount:** RiverInformation 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 vowelWord 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 vowelWord 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 materialHeadings 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 materialHeadings and sub-headings to aidpresentation |
| **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 lettersare missing in spelling and to mark singular possession in nounsFormation of nouns using a range of prefixesConsonantsVowel 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 lettersare missing in spelling and to mark singular possession in nounsUse of the forms a or anWord families based on common wordsPrepositionsConjunctions | **Build on previous units & focus on:**Inverted commas to punctuate direct speech | **Build on previous units & focus on:**Inverted commas to punctuate direct speechClausesSubordinate clausesParagraphs | **Build on previous units & focus on:**Inverted commas to punctuate direct speech | **Build on previous units & focus on:**Inverted commas to punctuate direct speechSimple past tensePresent perfect tenseInverted 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 prepositionsFronted adverbials | **Build on previous year & focus on:**Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesFronted adverbials | **Build on previous units & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositionsFronted adverbials | **Build on previous units & focus on:** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositionsFronted 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 repetitionParagraphs 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 repetitionParagraphs 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 repetitionParagraphs to organise ideas around a theme | **Build on previous units & focus on:** Nouns or pronouns to aid cohesion and avoid repetitionParagraphs to organise ideas around a theme |
| **Grammar Punctuation** | **Build on previous units & focus on:** Inverted commas and other punctuation to indicate direct speechUse comma after fronted adverbialNoun phrasesExpanded noun phrasesFronted adverbials of time (when) | **Build on previous year & focus on:** Apostrophes for possession (plural nouns)Use commas after frontedadverbialsPossessive ‘-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 speechApostrophe for possession (plural nouns)Use comma after fronted adverbialDeterminer (articles) | **Build on previous units & focus on:** Inverted commas and other punctuation to indicate direct speechApostrophe for possession (plural nouns)Use comma after fronted adverbialDeterminer (demonstratives)Determiner (possessives & quantifiers) | **Build on previous units & focus on:**Inverted commas and other punctuation to indicate direct speechUse comma after fronted adverbialNounsInverted 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, disThe 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 verbsUnderstand 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 pronounUse commas to clarify meaning and avoid ambiguitySemi-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 adverbialsUse a range of devices to buildcohesion, 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 clausesRelative pronounsRelative clausesAdverbs (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 ambiguityModal 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 weightingUse hyphens to avoid ambiguityCommas for clarityBrackets (to indicate parenthesis)Dashes (to indicate parenthesis)Commas (to indicate parenthesis) | **Build on previous units & focus on:**Recap speech punctuation Brackets for parenthesisCommas to clarify meaning or avoid ambiguityUse of the hyphenHomophones |
| **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:** HuntedNarrative**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 vocabularyappropriate 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 vocabularyappropriate 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 antonymsThe 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 andantonymsThe 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 toformal 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 vocabularyappropriate 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 vocabularyappropriate 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 sentenceThe 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 writingWish – 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 devicesUse 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 synonymsUse 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 – adverbialsUse 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 listsUse commas, brackets and dashes for parenthesisSemi-colon to separate two main clausesInformal 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 meaningUse 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 meaningUse 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 listsUse commas to punctuate relative clausesSpeech punctuationUse the semi-colon as the boundary between independent clausesPunctuation of bullet points Hyphens used to avoid ambiguityDashes (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 clausesHyphens (to avoid ambiguity)SubjectObject | **Build on previous units & focus on:**Use the semi-colon as the boundary between independent clausesHyphens are used to clarify meaning and avoid ambiguityAntonymsPassive voiceActive voice |
| **Terminology** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |