

Year Group	Term	Topics	Literacy Area	Rationale
Year 3	Autumn	Ancient Egyptians	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Transcription)</p> <p>Plan own writing by discussing writing similar to that being planned. Understand and learn from its structure, vocabulary and grammar. (Composition)</p> <p>Plan writing, discussing and recording ideas. (Composition)</p> <p>Proof-read for spelling and punctuation errors. (Composition)</p> <p>Read aloud writing to a group or class, using appropriate intonation and controlling the tone and volume so the meaning is clear. (Composition)</p> <p>Use the diagonal and horizontal strokes and understand which letters are best left unjoined. (Handwriting)</p> <p>Use fronted adverbials. (VGP)</p> <p>Use commas after fronted adverbials. (VGP)</p> <p>Use adverbs to modify verbs. (VGP)</p> <p>Use apostrophes for contraction and possession (singular). (VGP)</p>	<p>Links to RWI ; consolidates spellings and grammar learnt</p> <p>To be able to organise thoughts and ideas at the planning stage.</p> <p>To begin to recognise their errors within their own work when re-reading for sense and meaning.</p> <p>Recognise the need to read with intonation, tone and volume in order to interest the reader and to get across the meaning of their work</p> <p>Through confident pencil control, children are able to show fluency and understand which letters are best left un-joined- Nelson Handwriting scheme</p> <p>Children know that fronted adverbial phrases are used in descriptive writing to describe where, when and how an action occurred. Understand that a comma is normally placed after a fronted adverbial.</p> <p>Children learn that possessive common nouns are common nouns or pronouns that own other nouns. Apostrophes are used to indicate this possession in the following ways: If the noun does not end in -s (in most cases this means it is singular), add -'s.</p> <p>Children will learn that an adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). They will use these to add detail to their writing.</p>

Spring	James and the Giant Peach	<p>Spell homophones. (Transcription)</p> <p>Draft and write narratives, creating settings, characters and plot. (Composition)</p> <p>Draft and write non-narrative material, using simple organisational devices e.g. headings and sub-headings. (Composition)</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition. (VGP)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause. (VGP)</p> <p>Punctuate direct speech accurately. (VGP)</p> <p>Use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading. (VGP)</p> <p>Use a range of past tense forms for purpose e.g. I was walking, I walked, I had walked. (VGP)</p> <p>Show some consistency with 1st and 3rd person. (VGP)</p>	<p>RWI links - children are able to choose the correct homophone for their writing; can identify homophones in their reading and explain the different use of the word</p> <p>Build upon the planning stage through creating drafts of fiction and non-fiction writing. Within the drafts, children to include descriptions of characters, settings and plots and the use of organisational devices.</p> <p>Children use pronouns and nouns to make sentences clearer, less awkward, and smoother by using pronouns and nouns. Sentences are developed and extended by using conjunctions to show time and cause. Children show an understanding of how the use of different grammatical terms effect their writing and can recognise these same terms in their reading and discuss them.</p> <p>Children know that the purpose for using a range of past tenses is to talk about: something that happened once in the past: something that happened several times in the past something that was true for some time in the past: and to know that we often use expressions with ago with the past simple</p>
Summer	Tudors	<p>Use prefixes and suffixes and understand how to add them, linked to RWI. (Transcription)</p> <p>Spell some of Y3/4 words accurately. (Transcription)</p> <p>Spell the months of year accurately including capital letters. (Transcription)</p> <p>Accurately spell verbs with irregular tense changes e.g go/went, fly/flew, grow/grew (Transcription)</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and using an increasing range of sentence structures. (Composition)</p>	<p>RWI - children learn how the meaning of a root words change when a suffix or prefix is added</p> <p>Children are able to spell a range of words confidently incl. months of the year and apply them to their writing</p> <p>Children can identify and spell the correct verb and how it changes dependent on the tense used</p> <p>Building upon the previous terms, drafts to include dialogue and a rich vocabulary. Children to show a range of sentence</p>

			<p>Draft and write by organising paragraphs around a theme. (Composition). Evaluate and edit by assessing my own and others' writing. I can suggest improvements. (Composition)</p> <p>Extend a range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although. (VGP) Show possession, using the possessive apostrophe with plural nouns. (VGP) Use subordination to show relationship in time and place e.g. Until he learnt to tie his shoe laces...Following the race... (VGP)</p>	<p>structures which they have rehearsed orally. Children are able to write about one event or theme in a paragraph. This is then developed within the children's writing as they organise their composition into paragraphs.</p> <p>Continue to build upon the use of conjunctions.</p> <p>Children are able to show in their writing that the possessive of a plural noun is formed by adding only an apostrophe when the noun ends in s, and by adding both an apostrophe and s when it ends in a letter other than s.</p> <p>Children have learnt that subordination creates clauses that are subordinate (or less important) than the main independent clause because subordination emphasizes a major idea in one independent clause, while placing minor ideas in subordinate clauses and are able to relate this to time and place, within their writing.</p>
Year 4	Autumn	Stone Age	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Transcription) Use the first two or three letters of a word to check its spelling in a dictionary. (Transcription)</p> <p>Plan own writing by discussing writing similar to that being planned. Understand and learn from its structure, vocabulary and grammar. (Composition) Plan writing, discussing and recording ideas. (Composition) Draft and write by organising paragraphs around a theme. (Composition). Proof-read for spelling and punctuation errors. (Composition)</p> <p>Present the perfect form of verbs in contrast to the past tense. (VGP) Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition. (VGP) Use a range of adjectives and adverbs across genres. (VGP) Use a comma after subordination. (VGP)</p>	<p>Children are building upon the RWI grammar and spellings taught in Year 3 Using their knowledge of phonics/spellings, children are able to find a range of words in a dictionary, using the first 2/3 letters.</p> <p>Children continue to build upon the summer targets from Year 3. Continue to discuss their ideas before writing and record them in a variety of ways.</p> <p>Develop ideas into paragraphs and write around a theme. Edit and improve writing by checking spellings and punctuation.</p> <p>Children continue to build upon their use of pronouns and nouns to avoid repetition in their writing.</p> <p>Children are able to add detail and expand a range of sentences by using adjectives and adverbs across their writing.</p>

			<p>Increase the legibility, consistency and quality of my handwriting (spacing, size of letters) (Handwriting)</p>	<p>Within their writing, children show an understanding that a subordinate clause can go at the beginning of a sentence or later in a sentence. They understand that the only difference is that if it goes at the beginning, they need a comma after the subordinate clause, and if goes later, you don't need a comma. Handwriting is of a consistent size with appropriate spacing between letters and words. Ascenders and descenders are easily recognisable as are those letters best left un-joined. Writing is legible and consistent. Embedding joins from Year 3</p>
Spring	What a wonderful world	<p>Continue to spell homophones accurately. (Transcription) Spell words that are often misspelt. (Transcription) Many words are spelt correctly when adding suffixes beginning with vowel letters, to words of more than one syllable e.g. doubling constant letter as in cut/cutting (Transcription)</p> <p>Draft and write narratives, creating settings, characters and plot. (Composition) Draft and write non-narrative material, using simple organisational devices e.g. headings and sub-headings. (Composition)</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause. (VGP) Punctuate direct speech accurately. (VGP) Use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading. (VGP) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. The orphan expanded to The unhappy orphan with curly hair. (VGP) Use a wide range of fronted adverbials correctly punctuated. (VGP)</p>	<p>Build upon homophone work from Year 3 / RWI. Identify misspelt words and be able to correct in own writing Understand how the spelling of a word will change when adding suffixes- RWI Continue to build upon Year 3 strands in the drafting of fiction and non-fiction writing. Within the drafts, children to include and develop descriptions of characters, settings and plots and the use of organisational devices. To continue to build upon previous teaching and show an improved understanding of the use of conjunctions, adverbs and prepositions within their writing. Build upon punctuating speech accurately from Year3 – develop understanding for using a new line for each new speaker. Continue to expand writing using modified adjectives, nouns, and preposition phrases to develop writing Build upon the use of using a wide range of fronted adverbials to show how a range can be used for different purposes.</p>	

	<p>Summer</p>	<p>Romans</p>	<p>Use prefixes and suffixes and understand how to add them (linked to Y4 RWI. (Transcription) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. (Transcription). Spell most of the Y3/4 words correctly from the spelling list. (Transcription)</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. (Composition) Evaluate and edit by assessing my own and others' writing. I can suggest improvements. (Composition) Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (Composition) Include details to interest, persuade, explain and instruct. (Composition) Show effective research skills to strengthen the content of writing. (Composition) Extend a range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although. Apply to complex sentences. (VGP)</p>	<p>Embed use of prefixes and suffixes and understand when to use them and how they change the meaning of the root word. Can identify where a possessive apostrophe is required and show this in their own writing- understanding how the use of the apostrophe effects the meaning of the sentence. Continue to embed the Yr3/4 spellings and use them effectively in their writing and identify them in their reading.</p> <p>Continue to build upon previous teaching. In writing, use a variety of new, taught vocabulary and exception words from previous years. Using skills learnt to proof- read their own work, children apply these to evaluate and edit their own and others' writing. Give constructive suggestions for improvements or changes based on the learning objectives and success criteria linked to grammar and vocabulary. Continue to add relevant and interesting detail to compositions and language that will persuade, explain and instruct the reader. At the planning stage, develop and use effective research skills to add relevant content that will enhance the writing. Build upon the use of subordinating clauses, by adding more than one clause to writing using a variety of conjunctions to add more detail or clarity to writing.</p>
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Year 5	Autumn	Victorians	<p>Spell some words with 'silent' letters e.g. knight, psalm, solemn (Transcription) Link to RWI</p> <p>Distinguish between homophones and other words which are often confused. (Transcription)</p> <p>Able to spell words ending alike e.g. zhun (division, invasion, confusion, decision, collision, television) (Transcription)</p> <p>Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining (Composition)</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)</p> <p>Proof-read for spelling and punctuation errors. (Composition)</p> <p>Develop my understanding of using expanded noun phrases to convey complicated information concisely. (VGP)</p> <p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. (VGP)</p> <p>Use a variety of subordinate clause construction e.g. when it stops raining; creeping quietly (VGP)</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)</p>	<p>Understand that some words have silent letters; identify words where these letters are used and apply them to their writing eg solemn</p> <p>Embed homophones and use this knowledge to distinguish between other words</p> <p>Apply words ending alike eg zhun in their writing.</p> <p>Continue to develop writing by building upon the strands for Year 4 Summer, as above.</p> <p>Develop the use of commas to set apart incidental or extra information that could be removed from the sentence without fundamentally changing its meaning. By using a variety of subordinate clauses will improve the flow and quality of the writing</p> <p>Continue to embed handwriting control from Year 5- spacing, legibility and fluency. Writing is of a consistent size in all areas of writing; writing is neat even with increasing speed.</p>
	Spring	Destination: Outer Space!	<p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. (Transcription)</p> <p>Use a thesaurus. (Transcription)</p>	<p>Embed dictionary work learnt in Year 4 to enable the learner to check the meaning and spelling of a word</p> <p>To extend the vocabulary of children, use of a thesaurus to up-level words/ improve the quality of sentences; develop a deeper understanding of how the choice of word can change / effect how the sentence/phrase is interpreted</p>

Plan own writing by identifying the audience for and purpose of the writing. Select the appropriate form and use other similar writing as models for own text (Composition)
Plan own writing by using narratives, considering how authors have developed characters and settings in what has previously been read, listened to or seen performed. (Composition)
Present a consistent point of view and link points coherently or persuasively. (Composition)

Develop my understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (VGP)
Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. (VGP)
Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. (VGP)
Some sentence variation created e.g. direct speech; simple adverbials; subordinating clauses. (VGP)
Use expanded noun phrases and prepositional phrases. (VGP)

Continue to develop writing by building upon the strands for Year 4 Summer, as above
Model writing on narratives that they have heard or read. Identify literary devices that have been used and implement them into their own writing. Explain their reasons for their choices.
When writing persuasive pieces, children show a consistent point of view and are able to link their ideas showing clarity and coherence.
Relative clauses add information to sentences by using a **relative** pronoun such as who, that or which. The **relative clause** is used to add information about the noun, so it must be 'related' to the noun. **Relative clauses** are **clauses** starting with the **relative** pronouns who*, that, which, whose, where, when. They are most often used to define or identify the noun that precedes them. Here are some **examples**: ... I won't eat in a restaurant whose cooks smoke. I want to live in a place where there is lots to do. Children are able to add the subordinate, or bracketed, information 'the first American President' to add extra detail to their main sentence. **Dashes and commas** are also used in place of **brackets** to **indicate parenthesis**; they offer a slightly less formal tone in writing.

	Summer	Island invasion	<p>Use prefixes and suffixes and understand the guidance for adding them. (Transcription) Linked to RWI.</p> <p>Spell some words correctly including common exception words (Y5/6 word list). (Transcription)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. (Composition)</p> <p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Composition)</p> <p>Evaluate and edit, re-draft by assessing the effectiveness of own and others' writing. (Composition)</p> <p>Evaluate and edit, re-draft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (Composition)</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Composition)</p> <p>Use the passive verb form to aid formality in writing. (VGP)</p> <p>Indicate grammatical and other features by using a colon to introduce a list. (VGP)</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (VGP)</p>	<p>As above in previous years As Year3/4</p> <p>Children are now developing their writing by choosing a range of literary devices, vocabulary and grammar. They are building upon the teaching from previous terms. Within their writing they are developing characters and setting and creating atmosphere through the use of expanded noun phrases, modifying adverbs, use of a thesaurus to up-level vocabulary. Through drafting, evaluating and editing, children are making choices to their narrative to ensure fluency, clarity, meaning and sense. They are applying the correct tenses to ensure subject and verb agreement and are choosing the correct register</p> <p>Within their writing, the passive voice is used to focus attention on the person or thing affected by the action. Normally, the performer of the action, or the agent, comes first and is made the subject of the verb and then the active form of the verb is used. The other person or thing is made the object of the verb.</p> <p>Continue to select appropriate grammar and vocabulary and understand the effect that their choices will have.</p>
Year 6	Autumn	WW1	<p>Spell words from Yr 5 and 6 spelling list accurately: silent letters, suffixes</p>	<p>Understand that some words have silent letters; identify words where these letters are used and apply them to their writing ; are able to recognise the suffixes added to the root word and can explain how the meaning of the word has changed</p>

			<p>Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining</p> <p>Create an appropriate opening and closing that tie together to impact on the reader</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs eg adverbs, conjunctions, pronouns, making explicit reference to next/previous paragraph</p> <p>Draft and write narratives, describing settings, characters and atmosphere eg expanded noun phrases, similes and metaphors, personification, onomatopoeia, repetition</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) (GD)</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Show levels of formality by using brackets, dashes or commas to indicate parenthesis</p> <p>Proof-read to correct most spelling and punctuation errors eg. Capital letters, full stops, homophones, suffixes</p>	<p>Children are able to use a variety of taught devices in their fiction and non-fiction writing. Their composition reflects modelled texts that they have studied in the organisation and structure.</p> <p>Children are able to link their opening and closing statements cohesively in their writing, reflecting the structure of texts that they have studied</p> <p>Children can choose one of two ways to link paragraphs: ending a paragraph with a sentence that leads forward to the next paragraph or starting the new paragraph in a way that links back to the previous paragraph.</p> <p>A variety of literary devices are used to describe settings, characters and atmosphere to keep the audience interested and to add detail to the writing</p> <p>Drawing on previous learning from previous years, children are able to write for a range of audiences and purposes and are able to choose the correct form, register and structure.</p> <p>Children are able to use the passive to focus attention on the person or thing affected by the action.</p> <p>Dashes and commas are used in place of brackets to indicate parenthesis; they show a slightly less formal tone in writing</p> <p>Writing Focus: Newspaper, Letters, Diary</p>
	Spring	Greeks	<p>Spell words from Yr 5 and 6 spelling list accurately: prefixes, homophones</p> <p>Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining</p>	As above

			<p>Create an appropriate opening and closing that tie together to impact on the reader</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs eg adverbs, conjunctions, pronouns, making explicit reference to next/previous paragraph</p> <p>Draft and write narratives, describing settings, characters and atmosphere eg expanded noun phrases, similes and metaphors, personification, onomatopoeia, repetition</p> <p>Integrate dialogue within narratives to convey character and advance the action.</p> <p>Punctuate speech accurately</p> <p>Proof-read to correct most spelling and punctuation errors eg. Capital letters, full stops, homophones, suffixes</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied</p>	<p>As above</p> <p>Children choose to use dialogue to reveal character traits. The dialogue also conveys the characters' emotions and shows how people interact with one another</p> <p>Children show an understanding that each speaker requires a new line. They understand where other punctuation is placed when inverted commas are used. Children are now able to correct the majority of their spellings when re-reading their work. They are able to identify and correct punctuation errors in their own and others work.</p> <p>Writing Focus: Biographies; Narratives; Diary; Newspaper ; Non-Chronological Reports</p>
	Summer	On top of the world	<p>Proof-read to correct most spelling and punctuation errors eg. Capital letters, full stops, homophones, suffixes</p> <p>Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs eg adverbs, conjunctions, pronouns, making explicit reference to next/previous paragraph</p> <p>Draft and write narratives, describing settings, characters and atmosphere eg expanded noun phrases, similes and metaphors, personification, onomatopoeia, repetition</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning eg choosing words for effect; sentence length and structure; formality of punctuation</p> <p>Punctuate bullet points consistently.</p>	<p>As above</p> <p>As above</p> <p>As above</p>

			<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.(GD)</p> <p>Mark boundaries between independent clauses by using: semi-colons, colons, dashes, commas</p> <p>Develop my understanding of using modal verbs to indicate degrees of possibility.</p>	<p>Children show an awareness of how to use semi-colons, colons, dashes within their writing. A semicolon is used between two closely related independent clauses if they are not already joined by a coordinating conjunction (<i>and, but, or, nor, for, so, or yet</i>).</p> <p>Within their writing children show how likely things are to happen by using modal verbs</p> <p>Writing Focus: Description; Personification; Non-Chronological Reports</p>
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