



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Text Focus <i>Talk for Writing</i></p>	<p>Writing to inform – Non-chronological report (<i>Swamp Monsters</i>)</p> <p>Writing to entertain – Poetry: portraying emotion using imagery (<i>Wisp – picture book</i>)</p>	<p>Writing to inform – Explanation/instruction (<i>How to escape from a Minotaur’s Maze</i>)</p> <p>Writing to entertain – Defeating the monster (<i>The Tibicena</i>)</p>	<p>Writing to inform – Informal letter (<i>Teacher’s own model</i>)</p> <p>Writing to entertain – Meeting Tale (<i>Little Vixen Street</i>) (Focus – setting description)</p>	<p>Writing to persuade – Formal persuasive letter (<i>Letter to Mr Wolf</i>)</p> <p>Writing to entertain – Adventure/Quest (<i>Black Pearl’s Cove</i>) (Focus – Dialogue)</p>	<p>Writing to discuss – Balanced argument (<i>Should Homework be Banned?</i>)</p> <p>Writing to entertain – First person narrative (<i>linked to Wonder – not a T4W unit</i>)</p>	<p>Writing to entertain – Suspense (<i>Safia and the Captain</i>)</p> <p>Abstract places poem (<i>In the City of ‘S’ – Catalysts p51</i>)</p>
<p>Word, Sentence & Punctuation Focus <i>Rainbow Grammar*</i></p>	<p>Recap on & embellish simple sentences (main clauses) determiner, noun, pronoun, adjective, verb Adverbs, Fronted Adverbials & Prepositions</p>	<p>Coordination (conjunctions) Colons Semi-colons</p>	<p>Speech Ellipsis</p>	<p>Subordination Adverbial clause Non-finite clause</p>	<p>Subordination Adverbial and non-finite - continued Relative clause – Y5 Brackets Dashes</p>	<p>Appositive</p>
<p>Year 4 <i>Rainbow Grammar</i></p>	<p>Begin a sentence with 2 fronted adverbials ■▲■■■■■ Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house.</p> <p>Begin a sentence with a linking adverb, separating with a comma ■■■■■ The moon shone. However, the sky was as black as pitch.</p>	<p>Join 3 main clauses with a comma and a coordinating conjunction ■▲■■■■■▲■■■■■ The boy’s knees knocked, his skin prickled and his heart pounded in his chest.</p>	<p>When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark ■■■■■ “It’s dark tonight,” the boy said. “Should I go in?” the boy asked. “A ghost!” the boy cried.</p>	<p>Separate an adverbial clause with a comma when it starts a sentence ■■■■■ When the boy pushed it, the gate creaked.</p> <p>Use a parenthetic -ing non-finite clause, separating with commas ■■■■■ The moon, casting a sickly light over the world, shone with a deathly glow.</p>	<p>Use a subordinate clause at the start and end of a sentence. ■▲■■■■■ ■▲■■■■■</p>	<p>Describe a noun or noun phrase with an appositive, separating with commas ■■■■■ A spider, a huge hairy-legged beast, sat in the centre of a vast web. ■■■■■ The boy pushed the gate, a heavy mass of twisted iron.</p>
<p>Year 5 <i>Rainbow Grammar</i></p>	<p>Begin a sentence with a linking adverb, separating with a comma. ■■■■■</p> <p>Zoom in or out using 3 ‘when’, or ‘where’ fronted adverbials. Fronted adverbial, fronted adverbial, fronted adverbial, subject predicate stop ■▲■■■■■▲■■■■■</p>	<p>Coordinate using 2 different coordinating conjunctions ■▲■■■■■▲■■■■■</p> <p>Join two main clauses with a semi-colon ■▲■■■■■▲■■■■■</p> <p>Use a colon to introduce and bullet points to demarcate a list The boy carried: □ a torch □ a lantern □ his packed lunch</p>	<p>Use ellipsis to show incompletion The boy opened the door, stepped through and...</p> <p>When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark. ■■■■■</p> <p>Insert a reporting clause into longer speech. ■■■■■</p>	<p>Begin a sentence with 2 adverbial clauses. ■▲■■■■■</p> <p>Coordinate 2 -ing non-finite clauses. ■■■■■</p> <p>Use an -ed non-finite clause, separating with commas. ■■■■■</p>	<p>Use commas, brackets and dashes for parenthesis Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house.</p> <p>Describe a noun phrase with a relative clause, separating with commas. ■■■■■</p> <p>Coordinate 2 relative clauses. ■■■■■</p>	<p>Coordinate 2 appositives, separating with commas. ■■■■■</p>

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<p>Transcription Handwriting Letter-Join*</p>	<p>Recap -Gross & fine motor skills: warm-up activities -Correct pencil grip, sitting and paper positions -Diagonal joins -Horizontal joins -Capital letters -Join letters and words to and from the letters: f, k, b and d, w, s, z</p>	<p>Module 4 -Understand the correct height of ascenders -To write and join the letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz correctly.</p>	<p>Module 5 (Y4) Year 3-4 spellings: cloze sentences 1-6</p> <p>Module 6 -Year 5-6 Spellings: Cloze sentences 1-4 (Year 5)</p>	<p>Module 5 (Y4) Year 3-4 spellings: cloze sentences 7-11 (recap for Year 5)</p> <p>Module 6 -Year 5-6 Spellings: Cloze sentences 5-7 (Year 5)</p>	<p>Module 6 Dictation exercises: Hansel and Gretel eat cake Shape Poem</p>	<p>Module 6 Dictation exercises: Hansel and Gretel meet the Witch Haiku Poem</p>
<p>Transcription Spelling No Nonsense*</p>	<p style="text-align: center;"><i>Pupils will learn...</i> <i>The orthography, morphology and etymology of their spelling words</i> <i>Strategies – for learning spellings, spelling at the point of writing, proof-reading</i></p>					
<p>Composition Also refer to Marking & Feedback Policy</p>	<p>Before writing: Identify the specific purpose and audience of writing and know how they are trying to make the audience feel; identify success criteria linked audience, purpose and text type; discuss and improve initial planning ideas with peers. During writing: Compose and rehearse paragraphs orally and improve them as they are said out loud; Edit spelling of commonly misspelt words and homophones at the point of writing; After writing: Assess own writing against the success criteria (WILF) and identify examples of this; assess a peer’s writing against the success criteria (WILF); identify examples of this and give an appropriate next step.</p>	<p>Before writing: Note initial ideas, drawing on relevant and useful reading and research where necessary (writing ideas book); draw upon wider reading as models (imitating the style of authors). During writing: Improve a paragraph of writing using an editing strip: select appropriate grammar and vocabulary for the text they are composing, understanding that they can manipulate grammatical structures to change and enhance meaning. After writing: Suggest a better choice of vocabulary within <i>sentences and paragraphs</i>; edit and improve whole pieces of writing using peer editing stations.</p>	<p>Independent application of all composition skills taught and learned throughout the year.</p> <p>Perform compositions using appropriate intonation, volume and movement so that meaning is clear.</p>			
<p>Reading Core Shared Reading Text (fiction)</p>	<p>The Boy at the Back of the Class – Onjali Q Rauf</p>	<p>Beowulf – Version suitable for Y4-5</p>	<p>Tyger – S F Said</p>		<p>Wonder – R J Palacio</p>	<p>Picture book The Barnabus Project – The Fan Brothers</p>
<p>Non-fiction suggested texts</p>	<p>History – The Secrets of Stonehenge / The Genius of the Anglo-Saxons / Viking Voyagers</p>		<p>Geography – Let’s Save the Amazon / Rainforest Warrior / Shackleton’s Journey</p>		<p>Art – Little People, Big Dreams: Frida Kahlo Music – How to Build an Orchestra</p>	
<p>Poetry</p>			<p>Tyger – William Blake</p>		<p>The Listeners – Walter de la Mare</p>	
<p>Explicit Fluency* Focus</p>	<p>Pitch</p>	<p>Power</p>	<p>Pace</p>	<p>Pause</p>	<p>Punctuation</p>	<p>Personality</p>

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Comprehension* Skills & Strategies	Recap Individual VIPERS <i>skills</i> : Vocabulary Infer Predict Explain Retrieve Sequence / Summarise	Teach & Practise -Metacognitive <i>strategies</i> for reading: Before – activate prior knowledge & <i>predict</i> During – clarify & question After – <i>Summarise</i>	Teach & Practice -Recognise ways in which writers present points of view in a text, and explain the effect of this. -Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author’s solution. -Use of A.P.E	Teach & Practice -Use graphic organisers for different purposes, such as cause/effect (multi-flow map), links between characters and themes (double bubble). -Tell the difference between fact and opinion in a text I am reading.	Teach & Practice Commenting and reading for pleasure: -Book review and recommendations	Teach & Practise Performance of poetry and playscripts
<p>Once reading comprehension skills and strategies have been explicitly taught using the seven-step approach to modelling independence (EEF), pupils will apply these independently to a range of high-quality texts. Learning will be scaffolded to ensure that all pupils are able to access the whole-class text; pupils’ knowledge and understanding will be deepened through questioning and whole-class discussion around characters, plots and themes that promotes empathy.</p>						