

Autumn		Spring		Summer	
Spelling Taught using <i>Read, Write Inc Spelling</i> approach					
Y4 <ul style="list-style-type: none"> Spell the short u sound spelt ou Spell words with the prefixes mis-, auto and inter- Form adverbs by adding the suffix -ly to adjectives Spell words ending in -sure Spell words with the ay sound spelt ei, eigh, ey Spell plural words with possessive apostrophes Begin to spell some common exception words 	Y5 <ul style="list-style-type: none"> Spell some words with 'silent' letters e.g. words b and t Spell words ending in -able and -ible. Spell verbs with prefixes e.g. dis, de, mis, over and re Spell words containing the letter-string ough. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Begin to spell some common exception words 	Y4 <ul style="list-style-type: none"> Spell words ending in -sion, Spell words ending in -ous Spell words with the s sound spelt sc Continue to spell some common exception words 	Y5 <ul style="list-style-type: none"> Convert nouns and adjectives into verbs by adding a suffix e.g. ate, ise, ify, -en Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -ably and -ibly. Spell ee sound spelt ei Distinguish between homophones and other words which are often confused Use dictionaries to check spelling and meaning of words. Continue to spell some common exception words 	Y4 <ul style="list-style-type: none"> Use prefixes il-, un-, in-, mis- and dis to spell words Add prefixes super-sub- to spell new words Spell words by adding ir- to words beginning with r Spell words with the c sound spelt -que and the g sound spelt -gue Spell most common exception words Use their spelling knowledge to use a dictionary more efficiently. 	Y5 <ul style="list-style-type: none"> Spell words with endings -cious, -tious Spell words with endings -tial, -cial Spell all common exception words Use dictionaries to check spelling and meaning of words. Spell most common exception words
Vocabulary, Grammar & Punctuation					
Y4 <ul style="list-style-type: none"> Use a range of sentences with more than one clause through use of conjunctions Begin to use a wider range of conjunctions such as although, however, despite, as well as Use the correct article 'a' or 'an' Open sentences in different ways to create effects Punctuate all sentences 	Y5 <ul style="list-style-type: none"> Ensure the correct use of tense throughout all pieces of writing. Use a range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Begin to use commas to clarify meaning or to avoid ambiguity. <p><i>Cohesion, ambiguity.</i></p>	Y4 <ul style="list-style-type: none"> Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Use fronted adverbials of place, time and manner, including the use of a comma Use the apostrophe for omission and possession Secure the use of punctuation in direct speech, including a comma after the 	Y5 <ul style="list-style-type: none"> Use a variety of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. 	Y4 <ul style="list-style-type: none"> Use expanded noun phrases with modifying adjectives Use adverbs and prepositions to express time, place and cause Begin to build cohesion within paragraphs through controlled use of tenses; subordination and co-ordinating conjunctions Use standard English for verb inflections Always use commas 	Y5 <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis. <p><i>parenthesis, bracket, dash,</i></p>

correctly <i>determiner</i>		reported clause <i>pronoun, possessive pronoun and adverbial</i>	<i>modal verb, relative pronoun, relative clause</i>	for fronted adverbials	
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Handwriting Taught using the *Penpals* Scheme of Work

Y4 <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters Understand which letters when adjacent to one another are best left unjoined – b, p, s, x Increase the legibility, consistency and quality of own handwriting to develop a more fluent and speedy style 	Y5 <ul style="list-style-type: none"> Use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. Choose which shape of a letter to use when given choices and deciding as part of own personal style whether or not to join specific letters Choose the writing implement that is best suited to a task
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Writing – Transcription & Composition

Taught using *Power of Reading (CLPE)* approach

Y4 <ul style="list-style-type: none"> Write from memory simple dictated sentences that include words and punctuation taught In narrative writing, organise ideas into clear sequences with more than a basic beginning, middle and end Write non-fiction using consistent and appropriate structures Y5 <ul style="list-style-type: none"> Begin to plan and write for a different audiences and ensure the aim of the writing is to inform, entertain or persuade Begin to organise my writing into paragraphs to show different information or events 	Y4 <ul style="list-style-type: none"> Write narratives with clear structure, setting, characters and plot including dialogue Include key vocabulary and grammar choices that link to the style of writing Begin to develop a varied and rich vocabulary based on models read Y5 <ul style="list-style-type: none"> Link ideas within paragraphs Begin to develop characters through action, description and dialogue Add well-chosen detail to interest the reader 	Y4 <ul style="list-style-type: none"> Begin to open paragraphs with topic sentences and organise them around a theme Develop endings and close narratives appropriately relating to the beginning or a change to the character Begin to proofread own writing and correct errors in grammar, punctuation and spelling Y5 <ul style="list-style-type: none"> Write settings to create atmosphere Use models from reading to support and develop own writing Begin to manage shifts in time and place and begin to guide the reader through the text Proofread own work to assess its effectiveness and make necessary corrections and improvements.
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Cycle A

<p>Share the books The Pebble in my Pocket: A History of Our Earth and Mouse Bird Snake Wolf to focus on the children’s interests, curiosity and sense of wonder where none may have existed as well as explore the beauty and dangers of nature. Look at the importance of boundaries and self-restraint.</p> <p>Writing to entertain</p> <ul style="list-style-type: none"> Use creative responses to the text through drama, storytelling and artwork. Predictive writing, stop at a certain point in the story and children write their own version of the story of what is going to happen next. 	<p>Share the books The Green Ship and A Nest Full of Stars to focus on both the adult and child’s perspectives on the same narrative. Look at how the use of colour can stimulate imagination and influence our emotional responses. Also focus on poems that are relating to familiar childhood themes.</p> <p>Writing to entertain</p> <ul style="list-style-type: none"> Use the text to plan and write own narratives with a specific target audience. Story writing with a short narrative. Poetry writing; develop generalisations about the main themes and features in the work of an 	<p>Share the books A Boy and a Bear in a Boat and Seasons of Splendour to focus on seamlessly weaves of humour, adventure and genuine emotion as well as a collection of myths and legends and folktales from India.</p> <p>Writing to entertain</p> <ul style="list-style-type: none"> Story writing to entertain the reader with the words that are written. Enjoy the story and discuss its meanings and then write an alternative ending. Interpret, adapt and create stories as influenced by the themes and content of the
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<ul style="list-style-type: none"> - Enjoy the story and discuss its meanings - Build an imaginative picture of a fantasy world and write about it but base it on real life experiences. Pick a specific target audience to entertain. Do this through diary entry form. <p>Writing to inform</p> <ul style="list-style-type: none"> - Explore an information book in depth. - Explore themes, issues, and develop and sustain ideas through discussion. - Create an interactive information book about sedimentary rocks. - Write with confidence for real purposes and audiences. - Create a report about how the world has developed. 	<p>individual poet.</p> <ul style="list-style-type: none"> - Character description and how the change in settings effect characters' feelings. <p>Writing to persuade</p> <ul style="list-style-type: none"> - Create an advert using persuasive language and ambitious vocabulary to encourage people to visit different places. - Write a speech to persuade a target audience as to why people should or should not interfere with nature. <p>Writing to discuss</p> <ul style="list-style-type: none"> - Create a balanced argument about the reasons for and against people manipulating nature. - Newspaper report about how the Green Ship and where it has been. 	<p>story.</p> <ul style="list-style-type: none"> - Write from the perspective of a character that is in the story. <p>Writing to inform</p> <ul style="list-style-type: none"> - Self and peer assess writing against success criteria and respond to suggest improvements. - Create a recount about different events that has happened in the book; using specific vocabulary that has been learnt. - Letter writing in the role of the character to discuss the tales from India. - Instruction writing on cooking foods that are appropriate for long sea journeys. Children are to create a 'Ocean Travellers Cookbook'.
<p>Cycle B</p>		