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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | History  Geography  Science | Stone Age Britain  Bronze Age  Rocks | Countries of the world  Animals including humans | Bronze Age Britain  Iron Age Britain  Forces and Magnets | Rivers and mountains  Forces and Magnets | Romans  Plants | A journey to Italy  Light |
| **Whole Class Reading Texts** |  | George’s Marvellous Medicine   * Roald Dahl | The Hodgeheg   * Dick King-Smith | The Iron Man   * Ted Hughes   The Iron Man | The Hundred Mile an hor Dog-Jeremy Strong    Forces and Magnets | Heard it on the Playground- Alan Ahlberg    The Land of Roar   * Jenny McLachlan | The Diary of a Killer Cat   * Anne Fine |
| **Reading for Pleasure** |  | The Twits   * Roald Dahl | The Mouse Family Robinson   * Dick King-Smith | The Iron Woman  - Ted Hughes | The Secret Seven   * Enid Blyton | Fairy vs Boy   * Jenny McLachlan | The Angel of Nitshill Road   * Anne Fine |
| **Key texts/writing stimulus** |  | Stone Age Boy  – Satoshi Kitamura    Inside the villains   * Clotidle Perrin     The last wolf   * Mini grey | Tuesday   * David Weisner | The Tin Forest  – Helen Ward    The magic box   * Kit Wright | The secret of black rock  – Joe Todd-Stanton  Magical Creatures   * Meg Clibbon | Dear Greenpeace  - Simon James | Ocean meets the sky   * Eric Fan |
| **Writing outcomes** | **Fiction**  **Non Fiction**  **Poetry** | Non-chronological report   * Stone Age Boy   Character description  Inside the villains by Clotidle Perrin  Narrative (Adapted fairytale) for the character from character description   * The last wolf by Mini grey | Narrative   * Tuesday by David Weisner   Chronological report (newspaper report)   * Tuesday by David Weisner | Diary entry   * The Tin forest by Helen Ward   Poetry   * The Magic Box by Kit Wright | Narrative (Fictional Legends - Mythical legend)   * The Secret of Black Rock by Joe Todd-Stanton   Non-chronological report   * Magical creatures by Meg Clibbon | Letter writing (to enquire and inform)   * Dear Greenpeace by Simon James   Poetry  City Jungle by Pie Corbett   * Free verse | Narrative (Fantasy story)   * Ocean meets the sky by Eric fan   Setting description  Persuasive advert   * Journey series by Aaron Becker OR linked to Geography learning |
| **Stages of Writing** | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 1. Engage with a stimulus | 1. Examine real life and model texts of that genre | 1. Learn the features of and language type of the genre | 1. Practice the composite aspects of the text (such as intro, middle, conclusion) | 1. Plan effectively | 1. Complete and extended piece of writing drawing on modelling and real-life examples | 1. Edit the writing based on previous learning and feedback | 1. Publish a final piece | | | | | | | |
| **Ongoing writing objectives throughout year** | **Year 3** | **Ongoing objectives across Year 3:**  Plan writing:   * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discuss and record ideas using simple planning frames   Draft and write  Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors | | | | | |
| **Year 4** | **Ongoing objectives across Year 4:**  Plan writing:   * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * consider levels of formality in non-fiction texts * discuss and record ideas using a standard planning frame   Draft and write  Evaluate and edit, including proposing changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors | | | | | |
| **Composition** | **Year 3** | **Composition:**   * In narratives, create settings * In narratives develop understanding of characters and how authors convey characters * (Y2) Orally compose and rehearse sentences before writing * (Y2) Re-read to check that their writing makes sense; including consistent use of tense * (Y2) leaving spaces between words that reflect size of letters * Introduce organisational devices of headings and sub headings appropriate to the text form * Begin to assess the effectiveness of others’ writing with reference to writing plan * Proof read to ensure correct use of capital letters, full stops and question marks to demarcate sentences * (Y2) Continue to leave spaces between words that reflect size of letters | **Composition:**   * In narratives, create characters * Continue to orally compose and rehearse sentences before writing * Orally compose and rehearse new sentence structure knowledge before writing * Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language * (Y2) Leave spaces between words that reflect size of letters * Introduce paragraphs to organise information writing * Develop organisational devices of headings and sub headings related to the text form * (Y2) Re-read to check that their writing makes sense; including consistent use of tense * Assess the effectiveness of others’ writing with reference to planning * Proof read to ensure use of capital letters, full stops, question marks and exclamation marks to demarcate sentences * Read aloud their poetry, to a group or the whole class, using appropriate intonation | **Composition:**   * In narrative, create characters and plot * Orally compose and rehearse sentences ahead of writing * Continue to develop use of paragraphs to organise related information * Continue to assess the effectiveness of others’ writing with reference to agreed success criteria * Re-read to check that writing makes sense, including consistent use of verb forms (simple and progressive from Y2) * Proof read to ensure accurate sentence demarcation: capital letters, full stops, question marks and exclamation marks * Recognise correct subject/ verb agreement (e.g. We are/ I am, There are/ There is) in spoken language * (Y2) Leave spaces between words that reflect size of letters | **Composition:**   * In narratives, creating setting, characters and plot * Further develop orally composing and rehearsing new sentence structure knowledge before writing * Develop vocabulary choices through word families based on common words, showing how words are related in form and meaning in spoken and written form * Organise writing into paragraphs for non-fiction compositions * Continue to develop the use of organisational devices (headings and sub headings) to support the reader * Begin to suggest improvements linked to evaluation of effectiveness for others’ writing * (Y2) Continue to focus on leaving spaces between words that reflect size of letters * Proof read to ensure correct application of all KS1 punctuation * Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language | **Composition:**   * Continue to organise writing into paragraphs for non-chronological reports * Identify cohesion within and across sentences. * Continue to orally compose and rehearse new sentence and expand structures before writing * Identify correct subject/verb agreement (e.g. We are/I am, etc) *where used* * Begin to assess the effectiveness of own writing with reference to planning * Discuss poetry writing similar to that which they are planning to write and use models to provide given structure * Read aloud own poetry, to a group/ the whole class, using intonation & volume * Suggest improvements linked to evaluation of effectiveness of own writing Consider the writing style and authorial voice developed in model text based on structure, vocabulary and grammar | **Composition:**   * Explore models to understand and learn from their structure, vocabulary and grammar * Organise writing into paragraphs * Proof-read to ensure correct application of all KS1 punctuation * Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language * Continue to assess the effectiveness of own writing with reference to original planning and make suggested improvements * Revisit orally composing and rehearsing sentences ahead of writing * Explore models to understand and learn from their structure, vocabulary and grammar * Record ideas linked to ‘real experience’ using familiar planning template * Re-read to check that their writing makes sense and that verb tense is consistent |
| **Year 4** | **Composition:**   * Discuss writing similar to that which they are planning to write (poetry structure) * (Y2) Leave spaces between words that reflect size of letters * (Y2) Consolidate expanded noun phrases to describe and specify information for the reader * (Y3) Recognise correct subject/verb agreement (e.g. We are/I am, There are/There is) in spoken language * (Y3) Proof read to ensure correct application of all KS1 punctuation * In narratives, create characters, settings * (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings * In non-narrative, use organisational devices to support layout * Organise information into paragraphs of expanded ideas * Continue to identify correct use of past and present tenses | **Composition:**   * Compose and rehearse sentences orally * Focus on building vocabulary choices * (Y3) Revisit how to organise writing into paragraphs for non-fiction as a way to group related material using headings and sub-headings * (Y3) Proof read to ensure correct application of all KS1 punctuation * (Y2) Further embed leaving spaces between words that reflect size of letters * In narratives, create and describe settings and characters * Introduce author’s use of paragraphs to organise ideas within narrative * (Y3) Proof-read to ensure correct application of all KS1 punctuation * Consider correct subject/verb agreement (e.g. We are/I am, There are/There is) in written form * Discuss writing similar to that which they are planning to write | **Composition:**   * In narratives, creating setting and plot * Plan and use paragraphs to organise chronology of ideas in narrative * Continue to use past and present tenses correctly, including range of known verb forms (progressive and perfect) * Use paragraphs to organise ideas, e.g. opening/ closing instruction paragraphs * In non-narrative material, use simple organisational devices * Compose own poetry using varied vocabulary and grammar choices * (Y3) Vary sentence structure by using a range of known Y3 conjunctions, adverbs and prepositions to support cohesion and express time, place or cause * Develop correct use of subject/verb agreement (e.g. We are/I am, There are/There is) in written form | **Composition:**   * In narratives, create characters and plot * In non-narrative material, use simple organisational devices * Plan and develop a sequence of paragraphs to organise the chronology of narratives * Plan and develop a sequence of paragraphs to organise writing around a theme for explanations * Consider the required level of formality for writing * Develop accuracy in using past tense, including progressive and perfect forms * Proof read to identify and correct the accurate use of plural and possessive –s * Proof read for correct application of known spelling, punctuation and tense | **Composition:**   * In narratives create settings and plots * Vary the range of sentence structures used within individual paragraphs * Further develop organisation of information into coherent paragraphs * Consistently maintain past tenses correctly across whole composition, and present tense, *where relevant* * Continue to embed proof reading for correct use of punctuation * Focus on ensuring subject/verb agreement (e.g. We are, There is) * Consider non-chronological writing similar to that which they will be writing * Understand structure and level of formality depending on audience * Revisit and select non-fiction organisational devices to support layout   Continue to evaluate effect of composition and reference to original plan | **Composition:**   * In narratives setting, characters and plot * Select organisational devices to support reader engagement with layout * With increasing independence, organise narrative into paragraphs * Proof read for correct application of known punctuation * Evaluate effect of composition and reference to original plan * Further develop organisation of information into coherent paragraphs * Continue to evaluate effect of composition and reference to original plan |
| **Grammar and punctuation** | **Year 3**  **New learning**  **Recap/refine** | **Grammar & punctuation:**   * (Y2) Revisit co-ordinating conjunctions to join clauses * (Y2) Revisit using expanded noun phrases to describe for the reader * (Y2) Punctuate sentences with capital letters and full stops * (Y2) Reintroduce using statement sentences * (Y2) Revisit commas to separate items in a list * (Y2) Continue to secure apostrophes for contractions * Introduce expanding sentences using conjunctions (subordinating and coordinating) | **Grammar & punctuation:**   * Begin to expand sentences using conjunctions to express cause * (Y2) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Introduce expanding sentences using prepositions to express place * (Y2) Use a combination of co-ordinating and subordinating conjunctions to join clauses -building on conjunctions introduced in Autumn 1 * (Y2) Use expanded noun phrases to specify information for the reader * (Y2) Continue to focus on basic sentence demarcation with capital letters and full stops * (Y2) Reintroduce using question sentences and question marks * Expand sentences using conjunctions * (Y2) Use expanded noun phrases to provide detail for the reader | **Grammar & punctuation:**   * Begin to identify ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel * Begin to expand sentences using adverbs to express time in narratives * Continue to expand sentences using prepositions to express place * Begin to identify how inverted commas can be used to punctuate direct speech * (Y2) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | **Grammar & punctuation:**   * Develop the use of inverted commas to punctuate direct speech begin to identify how inverted commas can be used to punctuate direct speech * Continue to identify correct use of ‘a’ or ‘an’ through proof reading * Further practise using full range of KS1 punctuation to demarcate sentences and support the reader * Develop expanded sentences using adverbs to express time in narrative * Expand phrases and sentences using expanded noun phrases and adverbs to provide detail for the reader | **Grammar & punctuation:**   * Begin to identify the present perfect form of verbs instead of the simple past * Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail * Continue to proofread to ensure correct application of all KS1 punctuation * Embed correct use of ‘a’ or ‘an’ when proof reading * Expand and select new vocabulary * Revisit and identify difference between sentence types (statement, question, command and exclamation) and incorporate range into own writing * Continue to vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail | **Grammar & punctuation:**   * Vary sentence structure by using a range of conjunctions, adverbs and prepositions to support cohesion and to add detail * Recognise the use of commas to separate main and subordinating clauses * Focus on maintaining consistent tense across whole composition; including present perfect form * Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel |
| **Year 4**  **New learning**  **Recap/refine** | **Grammar & punctuation:**   * (Y3) Revise commas to separate items in a list and to separate clauses when constructing complex sentences * (Y2) Consolidate expanded noun phrases to describe and specify information for the reader * (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and express time, place or cause * (Y3) Correct choice and consistent use of past tense throughout writing * (Y2/3) Embed use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * (Y3) Continue to vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause * Introduce fronted adverbials * Begin to use commas after a fronted adverbial | **Grammar & punctuation:**   * (Y3) Vary sentence structure by using a range of known conjunctions and adverbs to support cohesion and to express time or cause, as appropriate * (Y3) Ensure correct choice and consistent use of past tense throughout writing; including use of present perfect form * Introduce noun phrases expanded by the addition of modifying adjectives * (Y2 & Y3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time, place or cause * (Y3) Vary sentence structure by using known adverbs and prepositions from Y3 to support cohesion and to express place or cause * Use past and present tenses correctly * Develop noun phrases expanded by the addition of modifying adjectives * Develop use of fronted adverbials and demarcate with commas | **Grammar & punctuation:**   * (Y2/3) Revisit apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * (Y3) Vary sentence structure by using a range of known conjunctions, adverbs and prepositions from Y3 to support cohesion and to express time or place * Introduce use of pronouns to aid cohesion and avoid repetition * Continue to use fronted adverbials with commas to expand sentence detail * Construct expanded noun phrases modified by prepositional phrases * Begin to vary the position of clauses within a sentence and use commas to separate clauses where required * Identify the grammatical difference between plural and possessive –s | **Grammar & punctuation:**   * Identify the grammatical difference between plural and possessive –s * (Y3) Revisit use of inverted commas and other direct speech punctuation * Select personal pronouns or nouns within and across sentences to aid cohesion and avoid repetition * Continue to construct expanded noun phrases modified by adjectives, nouns and preposition phrases to provide detail for the reader * Continue to vary sentence structure ( including the use of fronted adverbials) and the position of clauses within sentences and understand the effect of the different position | **Grammar & punctuation:**   * Introduce apostrophes to mark plural possession * Continue to vary sentence structure including the use of fronted adverbials and subordinate clauses, and expanded noun phrases by selecting a wider range of adventurous modifiers * Select appropriate pronouns or nouns to aid cohesion and avoid repetition * Further develop use of inverted commas and other punctuation to indicate direct speech (both writing outcomes) include a wider range of verb forms * Select and apply appropriate formal or informal vocabulary for audience * Continue to select and apply range of punctuation to support coherence * Develop cohesive individual paragraphs with links across sentences * Identify and accurately use a range of verb forms for past or present tense | **Grammar & punctuation:**   * Continue to use apostrophes to mark plural possession, *where relevant* * Vary the range of sentence structures used within individual paragraphs (simple, compound and complex) * Continue to construct expanded noun phrases by selecting a wider range of modifiers with shades of meaning * Embed accurate use of past and present tenses, and include a wider range of verb forms * Select and apply appropriate vocabulary * Continue to select and apply appropriate punctuation |
| **Wider curriculum** |  | The History detectives – stone age to iron age    Usborne – 24 hours in the stone age    The secrets of stonehenge    The pebble in my pocket    The street beneath my feet | Bones   * Steve Jenkins     Usbourne – See inside your body    What’s eating you?  https://static.wixstatic.com/media/df731a_4307e8fd5b084ca8ab04cb21a2d63fca~mv2.jpg/v1/fill/w_124,h_146,al_c,q_80,usm_0.66_1.00_0.01/df731a_4307e8fd5b084ca8ab04cb21a2d63fca~mv2.jpg  A journey through the digestive system.  https://static.wixstatic.com/media/df731a_54ca217f56af414290788596a541cf57~mv2.jpg/v1/fill/w_124,h_158,al_c,q_80,usm_0.66_1.00_0.01/df731a_54ca217f56af414290788596a541cf57~mv2.jpg  Human body  https://static.wixstatic.com/media/df731a_e579dd8b71694baf89ecca4fcf289b1a~mv2.jpg/v1/fill/w_124,h_172,al_c,q_80,usm_0.66_1.00_0.01/df731a_e579dd8b71694baf89ecca4fcf289b1a~mv2.jpg | The History detectives – stone age to iron age    Usborne – 24 hours in the stone age    The secrets of stonehenge | Rivers: an incredible journey from source to sea    Water | The magic and mystery of trees    I ate sunshine for breakfast | Step into science - Light    How it works: Light  Foxton Primary Science: LKS2 - Light |