Aldermaston CE Primary School

Kingfishers 2022-23

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Autumn		**Jabberwocky (Lewis Carroll)** **Description** **Narrative (fight scene)**				**How To Train Your Dragon (Cressida Cowell)** **Instructions** **Letters**					**Proofreading and editing** **Uplevelling sentences** **Writers workshop**	
Spring	**Gifts of the Magi – O Henry**	**The Highwayman (Alfred Noyes)** **Recount** **Metaphor poetry**				**Famous Highwaymen** **Information text** **Biography**						Consolidation
Summer	**Wonder (RJ Palacio)** **Alternative chapter** **Conversation**							**Dancing In The Rain (John Lyons)** **Poetry** **Oracy** **Creative curriculum**				Consolidation

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Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate*; –*ise*; –*ify*] **Verb prefixes** [for example, *dis*–, *de*–, *mis*–, *over*– and *re*–]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity